

**Training Manual of Basic Course
for
Social Worker/ Under Trial Review Committee (UTRC)/Board of Visitors
(BoV)/District Legal Service Authority (DSLTA) Representatives –
Orientation Course
(One Week)
2022**



BUREAU OF POLICE RESEARCH AND DEVELOPMENT
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi (India)

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Published by Bureau of Police Research & Development, Ministry of Home Affairs, Mahipalpur, New Delhi, India

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महानिदेशक

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Message

Capacity Building of the prison staff is one of the key components of Prison Reforms. This equips the Prison Officers and Staff with the essential knowledge, skills and attitude to diligently discharge their duties in varied and complex areas related to Prisons and Correctional Administration. The MHA has mandated the BPR&D to prepare Training Manuals which can be circulated to all States and UTs for training purposes.

Services of 11 Individual Consultants with subject matter expertise were hired in 2021 to prepare the 50 Prison Training Manuals for various categories of Staff in Prisons. Numerous rounds of stakeholder consultations were held to finalize the drafts. The Manuals have adopted the contemporary principles of training and learning for indoor and outdoor classes, field visits and practical sessions and these have been prepared in compliance with the national and international best practices, the laws of the land, and the technological advancements in Prisons & Correctional Administration. The drafts were also uploaded on the BPR&D website for inviting suggestions/feedback from the stakeholders and citizens.

I extend my special appreciation to the 11 Individual Consultants, the Special Consultant (Master Trainer, DoPT) and the members of the Monitoring Committee who were instrumental in the preparation of these 50 Prison Training Manuals.

I am sanguine that these Manuals will bring about standardization of the training procedures and contents to a large extent and also facilitate capacity building of the Officers and Staff of the Prisons and Correctional Administration in the country.

(Balaji Srivastava)

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LEARNING EVENT

DAY-1

Learning Unit (LU)

LU-1	Introduction to Prisons and Prison concepts
LU-2	Statistical Orientation on Prisons in India and other countries
LU-3	International instruments -Nelson Mandela Rules and the Bangkok Rules
LU-4	Mulla Committee Recommendations and Model Prison Manual 2016 on Prison reforms

DAY-2

LU-5	Undertrial Review Committee and Prisons (UTRC)
LU- 6	Classification of Prison Inmates
LU- 7	Legal Services Authority and Prisons

DAY-3

- LU-8 Board of Visitors in Prisons
- LU-9 Human Rights and Prisons
- LU-10 Social workers in Prisons

DAY-4

- LU-11 Role of voluntary Organizations in Prisons
- LU-12 Field Visit to a Central Prison
- LU-13 Ground Reality Report on Prison Visit

DAY-5

- LU-14 Presentation on Prison Visit
- LU- 15 Sentence planning in prisons
- LU-16 Radicalization in Prisons
- LU- 17 Best Practices in Prisons in India and other countries
- LU-18 Challenges faced by the participants –Panel discussion

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Emergence of the Course

The BPR&D has prepared 50 Prison Training Manuals for various ranks of Staff and Officers in Prison Administration under the categories viz., 05 Basic Courses, 08 In-Service Courses, 30 Specialized Courses, 02 Vertical Interaction Courses and 05 Handbooks for improving the quality and standardizing training of all Prison Officers and Staff across the country and to augment professional competency and capacity building of Prison Officers and Staff.

These Prison Training Manuals are objective oriented, learner centric and are outcome of several brainstorming sessions, consultative meetings (Online and Offline) and workshops for conceptualizing the drafts. Comments of the Monitoring Committee, Reports of Training Needs Analysis (TNA) for Prisons & Correctional Administration, National Training Policy (2012) have also been taken into account. In addition, various national and international practices, MHA Advisories, Landmark Judgements of the Apex Court and the High Courts, Statutory Acts/Rules have also been referred to in course of preparation of these training manuals. The design perspective of the Department of Personnel & Training, Government of India, has been adopted

Introduction

This one week course has been designed for the representatives of UTRC, BoV, and DLSA representatives working in prisons.

The target group is representatives from the Under-Trial Review Committee, Board of Visitors, Legal Services Authority and Social Workers working in prisons as Social Workers, Case Work Experts, Counsellors and Welfare officers.

The objective of the Course is to orient the participants on prison related issues and to sensitise the participants about their role in prisons. There are 18 Learning Units in this Course discussing in details a spectrum of prison related topics. The Course includes both in-house training and field visits to relevant institutions as part of the curriculum.

(For Trainers and Participants)

**Basic Course
for
Social Worker/ Under Trial Review Committee (UTRC)/Board of Visitors
(BoV)/District Legal Service Authority (DLSA) Representatives –
Orientation Course
(One Week)**

COURSE GUIDE



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi (India).**

INTRODUCTION

The course is titled Basic orientation Course for Social Worker/ Under Trial RC (UTRC)/Board of Visitors (BoV)/District Legal Service Authority (DSL A) Representatives (One Week). The course will be sensitizing the PSW, UTRC, BoV, DLSA about Prisons, Prisoners and the effect of incarceration on the person, the dependants and the society at large. The purpose of this training is to sensitise the roles and responsibilities of PSW, UTRC, BoV and DLSA who work in close proximity with the Prison and Correctional Departments.

AIMOF THE COURSE

To impart knowledge and skills on the role and responsibilities of PSW, UTRC, BoV and DLSA.

DESIGNED FOR

The Professional Social Worker appointed by the Prison department or permitted by the prison department to work in Prisons from a voluntary organisation, all professional social workers working in prisons as Welfare Officers, Professional social workers appointed as counsellors by the Prisons department and are working in Prisons, Under Trial Review Committee (UTRC), Board of Visitors (BoV), District Legal Service Authority (DSL A) Representativesworking in Prisons.

FACILITATORS

In-house Faculty / Guest Faculty which includes Prison and correctional officers, Professors, Social workers working in Prisons, Prison Psychologists, Police officers ,NGO Heads, Field workers, Volunteers, Magistrates, Judges, Senior Advocates, DLSA,NALSA,NHRC,SHRC representatives, De-addiction Counsellors, Clinical psychologists and former Prison officers.

STYLE OF THE COURSE

This course incorporates practical learning activities. The Course is delivered through multiple media, styles and activities with a ‘self-directed learning approach’ simulated by the use of self-learning techniques and materials and sharing of best practices in prison and correctional management. Therefore, participants are expected to take responsibility, both for their own learning and in helping the development of other participants. Participants will be encouraged to share their learning experience with others, and to give and receive support and feedback.

OBJECTIVES-At the end of training, participants will be able to-

Unit -1

Training Objective

Explain the need and importance of prisons in the society

Enabling Objective

1. Describe basic concepts in prisons
2. Describe basic concepts related to prisoners
3. Explain the significance and need of prisons

Unit -2

Training Objective

Explain the status of Prisons and Prisoners in India and other countries

Enabling Objective

1. Describe the statistics about prisons
2. Describe the statistics about prisoners
3. Explain the difference between India and other countries

Unit -3

Training Objective

Explain Nelson Mandela Rules and Bangkok rules

Enabling Objective

1. Explain the Nelson Mandela rules
2. Explain the Bangkok rules
3. Describe the role of the participants in prisons

Unit -4

Training Objective

Explain the role of the stakeholders in Mulla Committee Recommendations and Model Prison Manual, 2016

Enabling Objective

1. List the recommendations on under trial inmates, Board of Visitors, social workers and district legal services authority.
2. Explain important recommendation on reformation and rehabilitation of prisoners.

Unit -5

Training Objective

Explain the functions and the role of Undertrial Review Committee in Prison

Enabling Objective

1. List the MHA advisories on under-trial prisoners
2. Describe Section 12 of under-trial review committee
3. Identify the role and responsibilities of under-trial review committee
4. Explain the standard operating procedures for under-trial review committee
5. Explain the role of under-trial committee in prison

Unit -6

Training Objective

Explain Classification of Prison inmates

Enabling Objective

1. Describe the factors leading to classification of prisoners
2. Explain the role of the participants in classification of prisoners

Unit -7

Training Objective

Explain the role of Legal Services Authority in Prisons

Enabling Objective

1. Identify the role and responsibilities of Legal Services Authority in Prisons.
2. Describe the role of National & District Legal services authority in Prisons.
3. Explain the role of paralegal volunteers in prisons.
4. Explain the standard operating procedures of the Legal Services Authority in Prisons.

Unit -8

Training Objective

Explain the role of Board of Visitors in Prisons

Enabling Objective

1. Identify the salient features of the Board of Visitors in Prisons
2. Explain the role and responsibilities of Board of Visitors in Prisons

Unit - 9

Training Objective

Explain the rights of the Prisoners in Prisons

Enabling Objective

1. Explain the rights of the accused in prisons
2. Identify ways and means to protect the human rights of prisoners.

Unit -10

Training Objective

Explain the role of Social workers in Prisons

Enabling Objective

1. Identify the role and responsibilities of social workers in Prisons
2. Explain the role and responsibilities of social workers in Prisons

Unit -11

Training Objective

Explain the role of voluntary organisations in prisons

Enabling Objective

1. List the national and international NGOs working in prisons
2. Describe the role of voluntary organisations in prisons.
3. Explain the participants' role in coordinating with Voluntary organizations

Unit -12

Training Objective

Explain the need of Counselling skills in prisons

Enabling Objective

1. Identify the skills required in prisons for counselling
2. Identify the types of counselling needed for prisoners.
3. Explain the areas where prisoners need counselling.
4. Identify the nonverbal gestures of prison inmates
5. Demonstrate counselling skills

Unit -13

Training Objective

Explain by observing the functioning of the BoV, DLSA, UTRC and Social workers in prisons

Enabling Objective

1. List the roles played by BoV, DLSA, UTRC and Social workers in prisons as explained in the prisons.
2. Explain the functioning of BoV, DLSA, UTRC and Social workers in prisons through interaction with the prison officers.
3. Explain the need and importance of BoV, DLSA, UTRC and Social workers in prisons

Unit -14

Training Objective

Present the ground reality of the functioning of the UTRC, BoV, DLSA and Social workers

Enabling Objective

1. Explain the functioning of the UTRC BoV, DLSA and Social workers in prisons.
2. Explain the practical difficulties faced by these functionaries.
3. Explain the advantages of the role of these functionaries

Unit -15

Training Objective

Explain sentence planning in prisons.

Enabling Objective

1. Describe the salient features of sentence planning.
2. Discuss the implementation of sentence planning.
3. Demonstrate sentence planning.

Unit -16

Training Objective

Explain radicalisation in prisons

Enabling Objective

1. Describe radicalization in prisons
2. Identify the sign and symptoms of radicalized prisoners

3. Explain the process of radicalization in prisons

Unit -17

Training Objective

Explain the best practices in oversight mechanisms in India and other countries.

Enabling Objective

1. Identify the mechanisms that oversee prisons in India
2. Identify the best practices in oversight mechanisms
3. Explain the role of oversight mechanisms in prisons

Unit -18

Training Objective

Clarify doubts regarding challenges faced by the UTRC, BoV, and DLSA

Enabling Objective

1. Narrate the learning experience of the prison officers
2. Describe techniques of handling high security inmates

ASSESSMENT: -

The priority during the Course on Basic orientation course for Social Worker/ Under Trial Review Committee (UTRC)/Board of Visitors (BoV)/District Legal Service Authority (DSLTA) representatives (one week) is to assist Social Worker/ Under Trial Review Committee (UTRC)/Board of Visitors (BoV)/District Legal Service Authority (DSLTA) representatives to develop their skills in handling prisoners and prison related work. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

TIME TABLE

DAY/TIME	CONTENT	OBJECTIVES
DAY-1 0915-1030	Registration Inauguration of the Course Ice Breaking Session and Ground Rules Course Objectives and Expectations of participants	
1045-1200	Introduction to Prisons and Prison concepts -Models of Prison Management -Objectives of Prison Administration -Correctional Management Goals and Models -Participative Prison Management	1.1 1.2 1.3
1215 -1330	-Statistical Orientation on Prisons in India and other countries. -Statistics on Indian Prisons -Statistics of Undertrial prisoners in India -Statistics of Undertrial and other prisoners in other countries like the UK, USA, Europe and neighbouring countries of India.	2.1 2.2
1430 - 1530	-International standards to be adopted in prisons- Nelson Mandela Rules and the Bangkok Rules. -Nelson Mandela Rules	3.1 3.2

	- Bangkok Rules, 2010	
1545 - 1700	-Mulla Committee Recommendations on Prison reforms -Social work practise in prisons -Board of Visitors -Model Prison manual (2016) -Role of social workers and counsellors in prisons -Instructions for oversight Mechanisms -Instructions for under-trial review -Instructions for legal services in prisons	4.1 4.2

DAY/TIME	CONTENT	OBJECTIVES
DAY-2	Undertrial Review Committee and Prisons (UTRC)	5.1
0915 –1200	-Undertrial review committee - Formation of under-trial review committee (Model Prison 2016) -Article 21 of the Constitution of India -Plea Bargaining -Section 436A of the Code of Criminal Procedure (Cr.P.C). -Role and responsibilities of Under Trial Review Committee -Particulars to be collected from the UTRC Prison inmate. -Supreme court observations on Arnesh Kumar vs State of Bihar (2014) case. -39th Conference of Chief Ministers and Chief	5.2 1.2 1.3

	Justices speech by the Prime Minister of India on reducing Undertrial population in Prisons. -Pre-mature Release in Prisons (Model Prison Manual-2016).	
1215 - 1330	Classification of Prison inmates -Classification of under-trial prisoners -Daily routine of under-trial prisoners -Classification of high-risk offenders -Classification and separation of women prisoners -Prisoners eligible for open air prisons -Non-institutional treatment for young offenders	6.1 6.2 6.3
1430 - 1700	Legal Services Authority in Prisons -Legal Services Authority -Legal Services Authorities Act, 1987 and Schemes thereunder. -Legal Services Clinics in Prisons -Lok Adalat -Para Legal Volunteers -Standard Operating Procedures -Mediation -Victim compensation	7.1 7.2 1.2 1.3
DAY/TIME	CONTENT	OBJECTIVES
DAY-3 0915 –1200	Board of Visitors in Prisons -Constitution of the Board of Visitors in Prisons (official and Non-Official members) -Functions of the Board of Visitors -Duties of the Board of Visitors -Recording remarks -Disposal of the remarks made by the Board of visitors.	8.1 8.2 8.3 8.4 8.5
1215 -1330	Human Rights Principles of Prison Management -Rights of Prisoners under Indian Laws -Rights of the under-trial prisoners	9.1 9.2

	-Importance of Human Rights in Prisons -Important Supreme court directions on the rights of the imprisoned. -D.B.M.Patnaik v. State of Andhra Pradesh. - HiralalMallick v. State of Bihar -Sunil Batra v. Delhi Administration -Prem Shankar Shukla v. Delhi Administration -R.D. Upadhyay v. State of A.P and Ors -Hussain Ara Khatun v. State of Bihar -What happens if human rights are violated? -NHRC and SHRC	9.3
1430 - 1700	Social work in Prisons -Mulla Committee and Model Prison Manual, 2016 recommendation on appointment of social workers in prisons -Duties of social workers in prisons (Model Prison Manual 2016). -Welfare of Prisoners (Model Prison Manual 2016). -Aftercare and Rehabilitation of prisoners (Model Prison Manual 2016). -Social worker as a bridge between the prisoner and the prison administration and prisoner's family -Social casework, social group work and counselling services.	10.1 10.2 10.3 10.4 10.5

DAY/TIME	CONTENT	OBJECTIVES
DAY – 4 0915 – 1030	Role of voluntary organization in Prisons - Vocational training and Developmental skills (Model Prison Manual, 2016) Mulla Committee recommendations on voluntary organizations - Para 14.11.7 - Para 21.17.9 - Para 21.17.5 - Paras 21.17.7 & 21.17.8 - Background of volunteers and NGOs - Para 14.11.6 - Para 21.17.4, Para 21.19, Para 22.13.16	11.1 11.2 11.3
1045– 1330	Counselling skills Practice - Basics of counselling - Skills in counselling - Approaches and Models - Skills practice	12.1 12.2
1430 - 1700	Field visits to Central Prison - Role played by BoV, DLSA, UTRC and Social workers in prisons as explained in the prisons. - Functioning of BoV, DLSA, UTRC and Social workers in prisons through interaction with the prison officers. - Find out the need and importance of BoV, DLSA, UTRC and Social workers in prisons	13.1 13.2 13.3

DAY/TIME	CONTENT	OBJECTIVES
DAY – 5 0915 – 1000	Presentation on Prison Visit -Group wise presentation on the observations as mentioned in the field visit instructions.	14.1 14.2 14.3
1000 - 1030	-Sentence planning in Prisons -The concept of Sentence planning -Sentence planning process -Stakeholders involved in sentence planning -Format of sentence planning	15.1 15.2
1045 – 1200	-Radicalisation in Prisons - The issue of Radicalisation in Prisons - Process of Radicalisation - Causes of radicalisation - Risk of radicalisation - Preventing radicalisation - Rehabilitation and Reformation of Radicalized inmates/violent offenders	16.1 16.2
1215-1330	Best practices in Prisons in India and other countries -Paralegal volunteers -Oversight Mechanisms in India and other countries -PATTAM project -UNNATI Project -Aftercare services by the Prisons NACRO -Singapore Yellow Ribbon project -Probation system-In community treatment	17.1 17.2

	-Conjugal visits -Best practices in prison in UK and USA (unique practices)	
1430-1530	Challenges faced by the participants in prisons- Panel discussion.	18.1 18.2
1545– 1700	Feedback Session and Valediction	

Note:

Session I	0915 - 1030
Session II	1045 - 1200
Session III	1215 - 1330
Session IV	1430 - 1530
Session V	1545 - 1645
Yoga	0630 - 0730
Library	1700 - 1730
Sports	1730 - 1830
Tea Break	1030 - 1045 1200 – 1215 (Break) 1530 - 1545
Breakfast	0800 - 0845
Lunch	1330 - 1430
Dinner	1930 – 2100

(For Trainers Only)

Basic Orientation Course

for

**Social Worker/ Under Trial Review Committee (UTRC)/Board of
Visitors (BoV)/District Legal Service Authority (DSLTA)
Representatives
(One-Week)**

TRAINER GUIDE



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
MINISTRY OF HOME AFFAIRS
NH-48, MAHIPALPUR
NEW DELHI –110 037.**

INTRODUCTION

The ‘Trainer Guide’ on the one-week course on the topic ***Basic Orientation Course for Social Workers/ Under Trial Review Committee (UTRC)/Board of Visitors (BoV)/District Legal Service Authority (DSLA) Representatives*** is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes and enabling objectives. This Trainer Guide is for training the representatives of the Social Workers/ Under Trial Review Committee (UTRC)/Board of Visitors (BoV)/District Legal Service Authority (DSLA) who are part of the oversight mechanisms in prisons and serves as a “Map” for sequential implementation of various content segments.

The Trainer Guide also:

- Helps continuous recall;
- Provides scope for storing illustrations, faculty questions, anticipated participants questions and appropriate responses;
- Contains details of points for briefing and debriefing of case study, exercises, Films, etc.
- Serves as reminder to administer exercises; and
- Guides on the use of media

PRE-COURSE PREPARATION

For Trainer

Trainer guide

Glossary of terms

References

Resources

For Participants

Course Guide

Registration form

Feedback questionnaire

Pre-test questionnaire

Post-Test Questionnaire

DAYWISE TIME TABLE

DAY/TIME	CONTENT	REMARKS
DAY-1 0915-1030	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	Icebreaker Distribute Course Guide and ask participants to read (10mins) and clarify doubts.
1045-1200	Introduction to Prisons and Prison concepts -Models of Prison Management -Objectives of Prison Administration -Correctional Management Goals and Models -Participative Prison Management	Distribute HO-1 For later reference
1215 -1330	-Statistical Orientation on Prisons in India and other countries. -Statistics on Indian Prisons -Statistics of Undertrial prisoners in India -Statistics of Undertrial and other prisoners in other countries like the UK, USA, Europe and neighbouring countries of India.	Distribute HO-2 Ask participants to discuss in teams and present Quiz from Prison statistics 2020
1430 - 1530	-International standards to be adopted in prisons- Nelson Mandela Rules and the Bangkok Rules.	Distribute HO-3 For later reference Lecture cum

	-Nelson Mandela Rules - Bangkok Rules, 2010	discussion
1545 - 1700	-Mulla Committee Recommendations on Prison reforms -Social work practice in prisons -Board of Visitors -Model Prison Manual, 2016 -Role of social workers and counsellors in prisons -Instructions for oversight Mechanisms -Instructions for under-trial review -Instructions for legal services in prisons	Distribute HO-4 For immediate and later reference. Discuss in teams about the contents

DAY/TIME	CONTENT	REMARKS
DAY-2 0915 –1200	Under Trial Review Committee and Prisons (UTRC) -Under Trial Review Committee - Formation of Under-Trial Review Committee (Model Prison Manual, 2016) -Article 21 of the Constitution of India -Plea Bargaining -Section 436A of the Code of Criminal Procedure (Cr.P.C). -Role and responsibilities of Under Trial Review Committee -Particulars to be collected from the UTRC Prison inmate. -Supreme court observations on Arnesh Kumar vs State of Bihar (2014) case.	Refer to the CHRI Handbook for the Undertrial Review Committee and NALSA's Undertrial review committee Standard operating procedure as Performance Aid.

	-39th Conference of Chief Ministers and Chief Justices speech by the Prime Minister of India on reducing Undertrial population in Prisons. -Pre-mature Release in Prisons (Model Prison Manual-2016).	
1215 - 1330	- Classification of Prison inmates -Classification of under-trial prisoners -Daily routine of under-trial prisoners -Classification of high-risk offenders -Classification and separation of women prisoners -Prisoners eligible for open air prisons -Non-institutional treatment for young offenders	Distribute HO-5 For immediate and later reference. Read out certain sections in the contents
1430 - 1700	- Legal Services Authority in Prisons -Legal services authority -Legal Services Authorities Act, 1987 and Schemes thereunder. -Legal Services Clinics in Prisons -Lok Adalat -Para Legal Volunteers -Standard Operating Procedures -Mediation -Victim compensation	Distribute HO-6 Open the NALSA website and show explain
DAY/TIME	CONTENT	REMARKS
DAY-3 0915 –1200	- Board of Visitors in Prisons -Constitution of the Board of Visitors in Prisons (official and Non-Official members) -Functions of the Board of Visitors -Duties of the Board of Visitors -Recording remarks -Disposal of the remarks made by the Board of Visitors.	Distribute HO-6 Hand out by RK Saxena For immediate and later reference. Discuss in teams about the contents
1215 -1330	- Human Rights Principles of Prison Management -Rights of Prisoners under Indian Laws -Rights of the under-trial prisoners	Distribute HO-7 Give instructions to read the judgments in advance and

	-Importance of Human Rights in Prisons -Important Supreme court directions on the rights of the imprisoned. -D.B.M.Patnaik v. State of Andhra Pradesh. - HiralalMallick v. State of Bihar -Sunil Batra v. Delhi Administration -Prem Shankar Shukla v. Delhi Administration -R.D. Upadhyay v. State of A.P and Ors -Hussain Ara Khatun v. State of Bihar -What happens if human rights violated? -NHRC and SHRC	discuss in class.
1430 - 1700	Social work in Prisons -Mulla Committee and Model Prison Manual, 2016 recommendation on appointment of social workers in prisons -Duties of social workers in prisons (Model Prison Manual, 2016). -Welfare of Prisoners (Model Prison Manual, 2016). -Aftercare and Rehabilitation of prisoners (Model Prison Manual, 2016). -Social worker as a bridge between the prisoner and the prison administration and prisoner's family -Social casework, social group work and counselling services.	Distribute HO-8 For immediate and later reference.

Day/Time	Content	Remarks
DAY – 4 0915 – 1030	Role of voluntary organization in Prisons - Vocational training and Developmental skills (Model Prison Manual, 2016) Mulla Committee recommendations on voluntary organizations - Para 14.11.7 - Para 21.17.9 - Para 21.17.5 - Paras 21.17.7 & 21.17.8 - Background of volunteers and NGOs - Para 14.11.6 - Para 21.17.4, Para 21.19, Para 22.13.16	Ask the participants to make a list of NGOs working in Prisons prior to the class and start discussion form there. Read the content in advance and prepare notes before class.
1045– 1330	Counselling skills Practice - Basics of counselling - Skills in counselling - Approaches and Models - Skills practice	Distribute HO-10 For immediate and later reference. Practise two by two the Listening Skills Exercise
1430 - 1700	Field visit to Central Prison - Role played by BoV, DLSA, UTRC and Social workers in prisons as explained in the prisons. - Functioning of BoV, DLSA, UTRC and Social workers in prisons through interaction with the prison officers. - Find out the need and importance of BoV, DLSA, UTRC and Social workers in prisons.	Distribute Field visit Form And give instructions regarding the form
Day/time	Content	Remarks

DAY – 5 0915 – 1000	Presentation on Prison Visit -Group wise presentation on the observations as mentioned in the field visit instructions.	Facilitate to select a group leader and present the topic
1000 - 1030	-Sentence planning in Prisons -The concept of Sentence planning -Sentence planning process -Stakeholders involved in sentence planning -Format of sentence planning	Model Prison Manual 2016 Chapter x Execution of sentences Distribute HO-11
1045 – 1200	-Radicalisation in Prisons - The issue of Radicalisation in Prisons - Process of Radicalisation - Causes of radicalisation - Risk of radicalisation - Preventing radicalisation - Rehabilitation and reformation of radicalized/violent offenders	Distribute HO-12 For immediate and later reference. Discuss in teams about the contents
1215-1330	Best practices in Prisons in India and other countries -Para Legal Volunteers -Oversight Mechanisms in India and other countries -PATTAM project -UNNATI Project -Aftercare services by the Prisons NACRO -Singapore Yellow Ribbon project -Probation system-In community treatment -Conjugal visits	Use You tube videos

	-Best practises in prison in UK and USA (unique practises)	
1430-1530	Challenges faced by the participants in prisons-Panel discussion.	
1545– 1700	Feedback Session and Valediction	Issue feedback form

DAY-WISE TASKS

5-DAY COURSE

Day – 1

- Registration
- Inauguration
- Detailed Introduction
- Expectations of the course
- Course Overview
- Ground Rules
- Course Guide
- Distribution of the training kit (Training material, name badges, note pads, etc)
- Training
- Group Photo with Chief Guest, if any

Day – 2

- Recap of Day-1
 - Training
 - Group discussion
- Post Lunch
- Playing of YouTube clips or videos on Best practises in Prisons

Day – 3

- Recap of Day-2
 - Training
- Post Lunch
- Group Work on Action Plan

Day – 4

- Recap of Day-3
- Discussion on oversight mechanisms in Prisons
- Invite a released prisoner as a resource person, if possible
- Field Visit to a Central Prison and shops outside the prison

Day – 5

- Recap of Day-4
- Report on Field Visit and Debriefing
- Training
- Panel Discussion on Coordination of UTRC, DLSA, BoV and Social workers in Prisons
- Learning points of all sessions
- Feedback session

Post Lunch

- Valediction
- Certificate with Group photo

The Course coordinator should compile the feedback of the participants and submit to the Head of the Training Institute.

End of Course

PART – B

COURSE GRID

LEARNING UNITS

COURSE GRID

01 Introduction to Prisons and Prison concepts	02 Statistical Orientation on Prisons in India and other countries	03 International instruments - Nelson Mandela Rules and the Bangkok Rules
04 Mulla Committee Recommendations and Model Prison Manual 2016 on Prison reforms	05 Undertrial Review Committee and Prisons (UTRC)	06 Classification of Prison Inmates
07 Legal Services Authority in Prisons	08 Board of Visitors in Prisons	09 Human Rights and Prisons
10 Social workers in Prisons	11 Role of voluntary Organizations in Prisons	12 Field Visit to a Central Prison
13 Ground Reality Report on Prison Visit	14 Presentation on Prison Visit	15 Sentence Planning in Prisons
16 Radicalisation in Prisons	17 Best Practices in Prisons in India and other countries	18 Challenges faced by the participants –Panel discussion

LEARNING UNITS (LUs)

LEARNING EVENT

Unit		1						
Learning Unit		Introduction to Prisons and Prison concepts						
Training Objective		At the end of the training participants would be able to explain the need and importance of prisons in the society						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe basic concepts of prisons	-Definition of Prisons -Objectives of Prison Administration	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Describe basic concepts related to prisons and prisoners	-Models of Prison Management -Correctional Management Goals and Models			20			
3.	Explain the significance of the prisons	Participative Prison Management			20			

LEARNING EVENT

Unit		2						
Learning Unit		Statistical Orientation on Prisons in India and other countries						
Training Objective		At the end of the training participants would be able to explain the status of Prisons and Prisoners in India and other countries						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the statistics on prisons	-Indian statistics on Prisons and Prisoners -Types of Jails in Prisons with statistics - Prisoner Vs. Staff ratio in India	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A Quiz from Prison statistics 2020. To be updated every year.
2.	Describe the statistics about prisoners	-Undertrial population in Prisons -Convicted and other population in prisons -Women and children of women prisoners in prisons			20			
3.	Explain the difference between India and other countries	Statistics of Undertrial and other prisoners in other countries like the UK, USA, Europe and neighbouring countries of India.			20			

LEARNING EVENT

Unit		3						
Learning Unit		International instruments -Nelson Mandela Rules and the Bangkok Rules						
Training Objective		At the end of training, participants will be able to explain Nelson Mandela Rules and Bangkok rules in the perspective of UTRC, BoV, DLSA and Social workers						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the Nelson Mandela Rules.	Nelson Mandela Rules on Prisoners Welfare	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Explain the Bangkok Rules	Bangkok Rules on Women Prisoners			20			
3.	Identify the role of the participants in prisonsUTRC, DLSA, BoV and Social Workers as mentioned in the NMR & BGR	Role of UTRC, DLSA, BoV and correctional social workers mentioned in the Nelson Mandela Rules and Bangkok Rules			20			

LEARNING EVENT

Unit		4						
Learning Unit		Mulla Committee Recommendations and Model Prison Manual 2016 on Prison reforms						
Training Objective		At the end of training, participants will be able to explain Mulla Committee Recommendations on Prison reforms.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the recommendations on Undertrial inmates, Board of Visitors, Social Workers and District Legal Services Authority	Recommendations of the Mulla Committee on Undertrial inmates, Board of Visitors, Social Workers and District Legal Services Authority	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	Explain important recommendation on reformation and rehabilitation of prisoners	Recommendations of the Mulla Committee on Reformation and Rehabilitation in prisons			30			

LEARNING EVENT

Unit		5						
Learning Unit		Undertrial Review Committee and Prisons (UTRC)						
Training Objective		At the end of training, participants will be able to explain the role of Undertrial Review Committee in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the functions of Undertrial Review Committee	-Undertrial Review Committee - Formation of Undertrial Review Committee(Model Prison 2016) -Article 21 of the Constitution of India -Plea Bargaining -Section 436A of the Code of Criminal Procedure (Cr.P.C). -Pre-mature Release in Prisons (Model Prison Manual, 2016).	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Identify the role and responsibilities of Undertrial Review Committee.	-Role and Responsibilities of Undertrial Review Committee -Particulars to be collected from the Undertrial inmate. -Supreme Court observations on Arnesh Kumar vs State of Bihar (2014) case.			20			

3.	Explain the procedures for non-digitalized records	-39th Conference of Chief Ministers and Chief Justices -Speech by the Prime Minister of India on reducing undertrial population in Prisons. -Particulars to be collected from the undertrial inmate	Discussion		20			
4.	Explain the procedures for non-digitalized records	-Standard Operating Procedures for Under Trial Review Committee in India (NALSA) those whose record are digitalized. -Standard Operating Procedures for those prisoners whose records are not digitalized. -Evaluation of prisoners' information and cases			40			
5.	Explain the need for evaluation of information regarding undertrial prisoners	-Evaluation of undertrial prisoners -Recording of evaluated prisoners			20			

LEARNING EVENT

Unit		6						
Learning Unit		Classification of Prison Inmates						
Training Objective		At the end of training, participants will be able to explain the role of BoV, UTRC, DLSA and Social Workers in the Classification of Prison Inmates.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the factors leading to classification of prisoners	Classification of Prison inmates -Classification of undertrial prisoners -Daily routine of undertrial prisoners -Classification of high risk offenders -Classification and separation of women prisoners	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	Explain the role of the representatives of BoV, UTRC, Social Workers and DLSA in the classification of prisoners	-Prisoners eligible for open air prisons -Non-institutional treatment for young offenders -Role of the BoV, UTRC, Social Workers and DLSA in the Classification of prisoners.			30			

LEARNING EVENT

Unit		7						
Learning Unit		Legal Services Authority in Prisons						
Training Objective		At the end of training, participants will be able to explain the role of Legal Services Authority in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe Legal Services Authority in Prisons and the Legal Services Act, 1987	-Legal Services Authority -Legal Services Act, 1987	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Describe the role and responsibilities of Legal Services Authority in Prisons.	-Functioning of NALSA -Snapshots of functioning of NALSA with Prisoners (2020)			15			
3.	Describe the services available for prisoners with National Legal Services Authority	-Free Legal Services -Persons eligible for getting free legal services -LokAdalats -Legal Aid clinics			25			

		-Legal Awareness Programs -Paralegal Volunteers -Mediation -Victim compensation						
4.	Describe the functioning of NALSA	Role and Responsibilities of Legal Services Authority in Indian Prisons			20			
5.	Explain in detail the Standard Operating Procedures to be followed.	Standard Operating Procedures			40		SOP Sheet -1 SOP Sheet -2	

LEARNING EVENT

Unit		8						
Learning Unit		Board of Visitors in Prisons						
Training Objective		At the end of training, participants will be able to explain the role of Board of Visitors (BoV) in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the role and responsibilities of Board of Visitors in Prisons (BoV)	-Board of Visitors -Official members -Non-official members -Period of office -Quorum of meeting Board of Visitors in Prisons -Constitution of the Board of Visitors in Prisons (official and Non-Official members)	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/Guest Faculty		Q/A
2.	Describe the tasks of Board of Visitors in Prisons (BoV)	-The task of the Board of Visitors -Minutes of the Board of visitors			30			

3.	Identify the values that need to be maintained by the Board of Visitors in Prisons	-Duties of Board of visitors in Prisons -Allowances for Non-official visitors -Maintaining Confidentiality	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/Guest Faculty		Q/A
4.	Describe the functions and duties of the Board of visitors	-Functions of the board of visitors -Duties of the Board of visitors -Recording remarks -Disposal of the remarks made by the Board of visitors.			20			
5.	Explain the record to be maintained	-Visitors Mandate to record Remarks -Action to be taken on remarks -Do's and Don'ts in Prisons			20			

LEARNING EVENT

Unit		9						
Learning Unit		Human Rights and Prisons						
Training Objective		At the end of training, participants will be able to explain the rights of the prisoners in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the rights of the accused in prisons	Human Rights Principles of Prison Management -Rights of Prisoners under Indian Laws -Rights of the under-trial prisoners - Importance of Human Rights in Prisons -Important Supreme Court directions on the rights of the imprisoned. -D.B.M.Patnaik v. State of Andhra Pradesh. - HiralalMallick v. State of Bihar	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A

		-Sunil Batra v. Delhi Administration -Prem Shankar Shukla v. Delhi Administration -R.D. Upadhyay v. State of A.P and Ors -Hussain Ara Khatun v. State of Bihar.						
2.	Identify ways and means to protect the Human Rights of Prisoners.	-Repercussions of violation of Human Rights in Prisons -NHRC and SHRC			30			

LEARNING EVENT

Unit		10						
Learning Unit		Social Workers in Prisons						
Training Objective		At the end of training, participants will be able to explain the role of social workers in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the need of Social Workers in Prisons	-Mulla Committee and Model Prison Manual, 2016 recommendation on appointment of Social Workers in Prisons	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House / Guest faculty		Q/A
2.	Explain the significance of Social Workers in Prisons	-Need and importance of the role of Social Workers in Prisons -Psychologist, social workers / case-workers in prisons in India.			30			
3.	Identify the Best practices of appointing Social Workers in Prisons	-Role of Social Workers in Prisons -Experiment of TISS in Pune Prisons. -Role of professional Social Workers in Prisons the Tamilnadu			20			

		Model.						
4.	Describe the duties and the role of Social Workers in Prisons.	-Duties of Social Workers in Prisons(Model Prison Manual 2016). -Welfare of Prisoners (Model Prison Manual 2016). -Role of social workers in Aftercare and Rehabilitation of Prisoners (Model Prison Manual 2016). -Social Worker as a bridge between the prisoner and the prison administration and prisoners family.			20			
5.	Explain the methods of Social Work to be adopted in Prisons	-Social Casework -Social group work -Counselling services.			20			

LEARNING EVENT

Unit		11						
Learning Unit		Role of Voluntary Organizations in Prisons						
Training Objective		At the end of training, participants will be able to explain the role of Voluntary Organisations in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the National and International NGOs working in prisons	-NGOs working in prisons -Reformation and Human Rights NGOs. -NGOs working on the aftercare of prisoners -Discharged Prisoners Aid society	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Describe the role of Voluntary Organisations in prisons.	-Role of NGOs in Vocational training and Developmental skills (Model Prison Manual, 2016)			20			
3.	Explain the participants' role in	Mulla committee recommendations on voluntary organisations			20			

	coordinating with Voluntary Organizations	- Para 14.11.7 - Para 21.17.9 - Para 21.17.5 - Paras 21.17.7 & 21.17.8 - Background of volunteers and NGOs - Para 14.11.6 - Para 21.17.4, Para 21.19 and Para 22.13.16						
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LEARNING UNIT

Unit		12						
Learning Unit		Field Visit to a Central Prison						
Training Objective		At the end of training, participants will be able to identify the roles and responsibilities of the UTRC, BoV, DLSA and Social Workers in Prisons.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the various roles played by BoV, DLSA, UTRC and Social workers in prisons	- Role played by BoV, DLSA, UTRC and Social workers in prisons as explained in the prisons. - Functioning of BoV, DLSA,	Lecture-cum-Discussion	White Board, Marker, Projection System	180	In-House/ Guest Faculty/		Q/A
2.	Explain the need of the participants in prisons	- UTRC and Social workers in prisons through interaction with the prison officers. - Find out the need and importance of BoV, DLSA, UTRC and Social workers in prisons						

LEARNING UNIT

Unit		13						
Learning Unit		Ground Reality Report on Prison Visit						
Training Objective		At the end of training, participants will be able to explain the ground reality report of the functioning of the UTRC, BoV, DLSA and Social Workers						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain on the functioning of the UTRC BoV, DLSA and Social workers in prisons	Group wise presentation on the observations as mentioned in the field visit instructions.	Lecture-cum-Discussion	White Board, Marker, Projection System.	30	In-House/Guest Faculty		Q/A
2.	Explain on the practical difficulties faced by these functionaries							
3.	Explain the advantages of the role of these functionaries							

LEARNING EVENT

Unit		14						
Learning Unit		Sentence Planning in prisons						
Training Objective		At the end of training, the participants will be able to explain Sentence Planning in Prisons.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept of Sentence Planning	-Sentence Planning in Prisons -The concept of Sentence Planning	Lecture-cum-Discussion	White Board, Marker, Projection System	10	In-House/ Guest Faculty		Q/A
					10			
2.	Identify the implementation of Sentence Planning	-Sentence Planning process -Stakeholders involved in Sentence Planning						
3.	Explain Sentence Planning.	-Format of Sentence Planning			10			

LEARNING EVENT

Unit		15						
Learning Unit		Radicalization in Prisons						
Training Objective		At the end of training, the participants will be able to identify Radicalization in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain radicalization in prisons	-Radicalisation in Prisons - The issue of Radicalisation in Prisons	Lecture-cum-Discussion	White Board, Marker, Projection System.	20	Guest Faculty/ In-House		Q/A
2.	Describe the process of radicalization in prisons	- Causes of radicalisation - Process of radicalisation			20			
3.	Identify the sign and symptoms of radicalized prisoners	- Preventing radicalisation - Rehabilitation and reformation of violent offenders			20			

LEARNING EVENT

Unit		16						
Learning Unit		Best Practices in Prisons in India and other countries						
Training Objective		At the end of training, explain the Best Practices in Oversight Mechanisms in India and other countries.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the mechanisms that oversee prisons in India	-Oversight Mechanisms in India and other countries -PATTAM project -UNNATI Project - Prayas – TISS (Model on Legal Rights on Rehabilitation)	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Identify best practices in oversight mechanisms	-Aftercare services by the Prisons -NACRO, UK and USA -Singapore Yellow Ribbon project			20			
3.	Explain the role of Oversight	-Probation system -In community treatment			20			

	Mechanisms in Prisons	-Conjugal visits						
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LEARNING EVENT

Unit		17						
Learning Unit		Challenges faced by the participants –Panel discussion						
Training Objective		At the end of training, clarify doubts regarding challenges faced by the Social workers, UTRC, BoV, and DLSA						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Narrate from experienced prison officers	-Sharing of experiences by the panelists -Clarify doubts regarding prisons and prison administration	Ice breaker Lecture-cum-Discussion	White Board, Marker, Projection System.	20	In-House/ Guest Faculty		Q/A
2.	Describe techniques of handling high security inmates	Techniques of handling prison inmates			30			

NOTE TO THE FACILITATOR

Panel Discussion

Instructions to Course Coordinator

Invite a member from each of the agencies to have a panel discussion

While conducting the panel discussion, faculty should act as a Moderator.

The Moderator should introduce the theme and then the panellists. Each panellist can be given around 15 minutes time to speak and discuss the role of their agencies and areas where coordination is required. After all panellists have spoken, the panel should be open for discussion with question from the participants. The key points of each speaker should be summed up by the moderator and the discussion should be concluded by the moderator well within time. The participants should be instructed to ask specific questions to the panellists.

Group Discussion

Each Participant should be encouraged to participate. Establish Ground Rules first. Cull out the important points that emerge from the discussion. Select a group leader to present the discussion in the session.

Debate

The entire group is divided into two and the topic should be given one day prior. Ask the group to prepare and run the entire session with for and against arguments from which they would learn a lot without the lecture method.

Role-Play

Role-Play is one of the best modes of learning by performing. For this exercise the whole group has to be divided in small groups of say 5. While some participants perform the given role, the others watch and give their feedback. In the process, everyone learns what is intended to be imparted.

PART - C

RESOURCE MATERIAL

Section 1-Handout

Section 2 -Checklist

Section 3-Case Study

Section 4 -Exercises

Section 5 -Videos and films

HAND-OUTS

- HO -1 International Framework
- HO -2 Process of Rehabilitation
- HO -3 Incarceration and Its Impact on Mental Health
- HO -4 Bangkok Rules and Women Prisoners
- HO -5 International Best Practices for Prisoner Reintegration
- HO -6 Temporary Release Mechanism and Reintegration
- HO -7 After Care Services
- HO –8 Types of Open Prisons in India
- Ho –9. Handbook for the Undertrial Review Committee-CHRI

PRISON MANAGEMENT MODELS

Three correctional management models - authoritarian, bureaucratic, and participative-influence are the choices one has in leading or managing.

- a) **The authoritarian model** suggests that a leader maintains firm control and that any deviation from prescribed, centralized authority be met with a high level of disdain and punishment. All decisions are essentially made by the power holder.
- b) **The bureaucratic model** proposes a chain of command approach, with an emphasis on rules and regulations. In short, it advocates “going by the book,” which makes it difficult to be flexible and adaptive when it comes to innovation. This protocol does, however, allow staff to move in, out of, and around the organization, using rules and regulations as guideposts. This model advocates a managerial, rather than a leadership approach.
- c) **The participative model** promotes staff involvement in how the organization should do business. As a result, employees may feel a sense of ownership, moving from a business as usual approach to a business beyond usual approach. This model requires a greater investment in time compared to the authoritarian and bureaucratic models. The latter two are more common today.

In Tihar, Dr. Kiran Bedi started the process of change in Prison Management to a more participative one. The community entered the prison in the form of NGOs and also community within the prison was created in the form of Panchayat system and prisoners role in self-governance. The entry of the community was the basis of prisoners’ reintegration into the community. The underlying spirit behind the Panchayat system was to usher in self-governance for the inmates. This model has been primarily successful in changing the prison management system.

PRISON ADMINISTRATION IN INDIA& LEGAL FRAMEWORK

“Prisons” is a State subject, as per Entry-4 of List-II (State List) of the Constitution of India. Prisons are governed by the Central Prisons Act, 1894 and the prison manuals of the respective State Governments. The following Special Legislations relating to prison administration are relevant in the context of day to day functioning.

SPECIAL LAWS RELATING TO PRISON ADMINISTRATION

The following special legislations relating to prison administration are relevant in the context of day to day functioning.

1. The Indian Penal Code, 1860
2. The Prisons Act, 1894
3. The Prisoners Act, 1900
4. The Transfer of Prisoners Act, 1950
5. Representation of Peoples Act, 1951
6. The Prisoners (Attendance in Courts) Act, 1955
7. The Probation of Offenders Act, 1958
8. The Code of Criminal Procedure, 1973
9. Protection of Human Rights Act,1993
- 10.The Repatriation of Prisoners Act, 2003
- 11.Right to Information Act, 2005
- 12.Model Prison Manual, 2016
- 13.The Mental Health Act, 2017
- 14.Criminal Procedure (Identification) Act, 2022

PRISON STATISTICS INDIA – 2020**Total Number of Jail Inmates as on 31.12.2020:**

Male : 4, 68,395 (95.9%)

Female : 20,046 (4.1%)

Total Prison Population : 4, 88,511

Convicts		Undertrials		Detenues		Others	
Male	107863	Male	356627	Male	3525	Male	380
Female	4713	Female	15167	Female	62	Female	104
Transgender	13	Transgender	54	Transgender	03	Transgender	00
Total	112589 (23%)	Total	371848 (76%)	Total	3590 (0.09%)	Total	484 (0.01%)

**Number of Jail, Capacity, Population and Occupancy Rate in the country at the end of
2020**

Type of Jail	Number	Authorised Capacity	Population of Inmates	Occupancy Rate
Central Jail	145	186389	211769	113.6
District Jail	413	158900	216950	136.5
Sub Jail	565	45501	46817	102.9
Special Jail	44	8013	5838	72.9
Open Jail	88	6213	3075	49.5
Women Jail	29	6179	3094	50.1
Borstal School	19	1775	705	39.7
Others	03	1063	263	24.7
Total	1306	414033	488511	118.0

Source: NCRB, MHA (2020)

INTERNATIONAL INSTRUMENTS ON PRISONS

The UN Standard Minimum Rules for the Treatment of Prisoners (1955) provides the basic framework for achieving the goal of reformation and rehabilitation of offenders. The International Covenant on Civil and Political Rights (1977) to which India is a party, brought out that the penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Other international instruments that deal specifically with prisoners and conditions of detention include.

- The UN Guidelines for the Prevention of Crime, the Standard Minimum Rules for Non-Custodial Measures (the Tokyo Rules); The Bangkok Rules 21 December 2010 - Resolution A/RES/65/229 UN General Assembly adopted the UN Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders ('Bangkok Rules').
- The Basic Principles on the Use of Restorative Justice Programmes in Criminal Matters, as well as
- The UN Principles and Guidelines on Access to Legal Aid in Criminal Justice Systems.
- The Standard Minimum Rules for the Treatment of Prisoners (UN, 1957). Later on revised and now known as Mandela Rules, 2015.
- The Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (UN, 1988).
- The Basic Principles for the Treatment of Prisoners (UN, 1990)
- The Standard Minimum Rules for the Administration of Juvenile Justice (UN, 1985).

There are also a number of instruments that refer specifically to staff working with people who have been deprived of their liberty. They include the Code of Conduct for Law Enforcement Officials (UN, 1979). Although these international instruments do not have the force of law they have been accepted in principle by many governments, hence they seek to implement them in their own jurisdictions. These reference points are essential signposts for any prison system.

The principal International Human Rights documents clearly protect the human rights of prisoners. The International Covenant on Civil and Political rights (ICCPR) and the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, both prohibit torture and cruel, inhuman or degrading treatment or punishment, without exception or derogation. Article 10 of the ICCPR, in addition, mandates, that ‘All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person’. It also requires that ‘the reform and social re-adaptation of prisoners’ be an ‘essential aim’ of imprisonment.

Although the Standard Minimum Rules are not a treaty, they do constitute an authoritative guide to binding treaty standards.

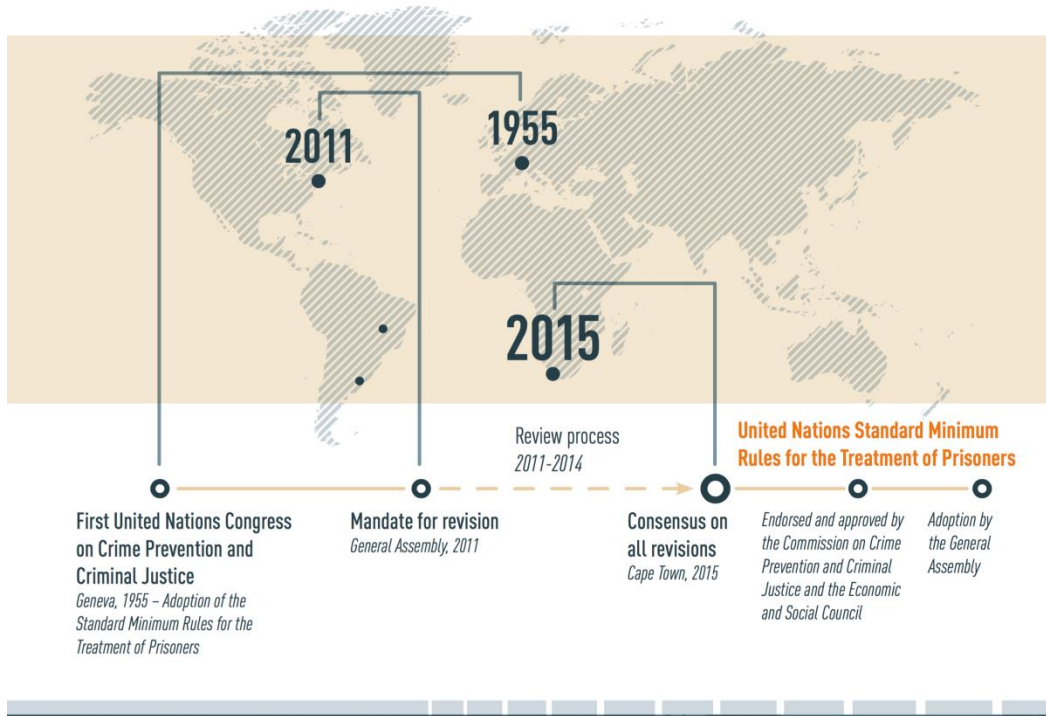
Nelson Mandela Rules

*It is said that no one truly knows a nation until one has been
inside its jails.*

*A nation should not be judged by how it treats its highest citizens,
but its lowest ones. - Nelson Mandela*

The Nelson Mandela Rules

The United Nations Standard Minimum Rules for the Treatment of Prisoners



The Nelson Mandela Rules

The 122 Rules cover all aspects of prison management and outline the agreed minimum standards for the treatment of prisoners – whether pre-trial or convicted. The revised Rules were adopted unanimously by the UN General Assembly (UN-Doc A/Res/70/175) on 17 December 2015.

The Rules give guidance on all aspects of prison management, from admission and classification to the prohibition of torture and limits on solitary confinement. There is guidance on healthcare, recruitment and training of prison staff, as well as disciplinary sanctions.

The UN Standard Minimum Rules for the Treatment of Prisoners (SMRs) were initially adopted by UN Congress on the Prevention of Crime and the Treatment of Offenders in 1955 and approved by the UN Economic and Social Council in 1957.

On 17 December, 2015, a revised version of the Standard Minimum Rules was adopted unanimously by the 70th session of the U.N. General Assembly. This followed a four year revision process after a 2010 UN General Assembly resolution which requested revision of the SMRs ‘so that they reflect recent advances in correctional science and best practices’.

The revised Rules are known as the ‘*Nelson Mandela Rules*’ to honour the legacy of the late President of South Africa, Mr. Nelson Rolihlahla Mandela, who spent 27 years of his life in prison.

Applying the Nelson Mandela Rules from admission to release The 122 Rules cover all aspects of prison management and outline the agreed minimum standards for the treatment of prisoners – whether pre-trial or convicted.

Basic principles Rules 1-5 provide the following basic principles

- Prisoners must be treated with respect for their inherent dignity and value as human beings.
- Torture or other ill-treatment is prohibited.
- Prisoners should be treated according to their needs, without discrimination.
- The purpose of prison is to protect society and reduce reoffending.
- The safety of prisoners, staff, service providers and visitors at all times is paramount

Admission to prison Allocation* [Rule 59]

The Rules require prisoners to be housed close to their home to facilitate social rehabilitation.

Registration* [Rules 7, 8]

Information that should be collected and entered into the prisoner file now includes, for example, names and location of family, and any visible injuries or complaints about prior ill-treatment.

Information* [Rules 54, 55]

When prisoners arrive, they must be given information about the prison regime, including prison rules and how to access legal advice – in a language and manner they understand.

Prisoners' property [Rules 7, 67]

The prison must place any property belonging to the prisoners (that they are not allowed to keep with them) in safe custody, alongside a signed inventory. Any property should be returned to them in good condition on their release.

Medical screening* [Rules 30, 34]

A healthcare professional must examine every prisoner as soon as possible after arrival. The Rules provide that this initial examination should not only assess healthcare needs and give treatment but also identify any psychological or other stress and any signs of ill-treatment, which should be documented and reported to the competent authority.

Classification and accommodating special needs Categorisation [Rule 11]

Certain groups of prisoners must be housed separately as a means of protection and to facilitate adequate individual treatment. This applies to men and women, pre-trial and convicted prisoners, children and adults.

Classification [Rules 89, 93, 94]

An individual assessment is important to identify any risks prisoners may pose to themselves, to staff or to other prisoners, but also any risks they might be exposed to, specific needs they have and rehabilitation measures that should be taken. Classification systems should be flexible in order to support individualisation of treatment.

Special needs* [Rules 2, 5]

Prisons must make adjustments to accommodate prisoners with physical, mental or other disabilities in order to ensure access to services and programmes on an equitable basis. Measures to address specific needs must not be considered discriminatory.

Accommodating prisoners Hygiene [Rules 15, 16, 18-21]

Every prison must have clean bathroom facilities in the interest of dignity and hygiene. Access to water, toilet items (including sanitary towels for women), adequate clothing and bedding must also be provided.

Food and water* [Rules 22, 35, 42, 43]

Prisoners must be provided with nutritious food of wholesome quality and also drinking water whenever they need it. Food and water cannot be restricted as a disciplinary sanction and must be provided without exception.

Sleeping [Rules 12-14, 42, 113]

If accommodation is cell based, only one prisoner should be housed in each cell, and where there are dormitories, careful selection procedures must be used to decide on who is housed together. Pre-trial detainees should be housed in single cells. Proper heating and ventilation, air, light and minimum floor space must be provided, without exception.

Children* [Rules 28, 29]

The decision on whether children are accommodated in prison with their parent should be based on the best interests of the child. Provision needs to be made for pre- and post-natal care, childcare facilities and healthcare services for children. Children housed in prison must never be treated as prisoners.

Physical and mental health Access to healthcare* [Rules 24-29, 31]

As the state bears responsibility for those it deprives of their liberty, healthcare must be provided in prison and offered at the same level of care as in the community. In line with good practice, prison healthcare should be organised in close cooperation with community health services, including ensuring continuity of care. The Rules elaborate on what prison healthcare services should consist of, including for any children housed in prison with their parent.

Role of healthcare staff* [Rules 25, 30-34]

The role of healthcare professionals in prison must be clearly separate from that of the prison administration. The same ethical and professional standards apply to prison healthcare staff as those outside prison. Their role in prison is to evaluate, promote and treat the physical and mental health of their patients - prisoners. This includes treatment and care for infectious diseases, substance dependencies, mental health and dental care. Healthcare staff must not be involved in prison management issues, such as disciplinary measures, and their clinical decisions must not to be overruled or ignored by non-medical prison staff. Prison healthcare staff have a duty to report any signs of torture or other inhuman treatment.

Prisoners as patients* [Rules 26, 32]

When prisoners see a doctor they are patients just like they would be in the community. Patients must give their informed consent to any medical interventions and examinations, and their medical records are confidential. The protection of

staff and other prisoners from infectious diseases, for example, can be achieved by only disclosing the information necessary so the required measures can be taken whilst still upholding medical confidentiality.

Advice on health* [Rule 35]

The competent public health body should regularly inspect and advise the prison director on a variety of issues impacting on the health and well-being of prisoners - as well as prison staff. This includes food, hygiene of the institution and of prisoners, sanitation, temperature, lighting and ventilation, and other conditions.

Contact with the outside world

Family and friends [Rules 43, 58-60, 68, 70]

Prisoners are allowed to receive visitors and to contact their family and friends through other means such as by phone or letters. Visiting restrictions must not be used as a disciplinary measure, particularly for women prisoners and their children. Prisoners have the right to inform friends or family about their imprisonment, transfer and of serious illness or injury. If a near relative or spouse/partner falls seriously ill or dies, the prisoner should be authorised to visit or attend the funeral. Conjugal visiting rights should apply without discrimination. [See also UN Bangkok Rules].



Legal representatives* [Rules 41, 53, 61, 119, 120]

Prisoners must be given adequate opportunity, time and confidential facilities to meet with their lawyer. They should have access to effective legal aid, in accordance with international standards. Prisoners are allowed to have access to and keep their legal documents, so they are able to effectively participate in legal proceedings. [See also UN Principles and Guidelines on Legal Aid in Criminal Justice Systems].

Embassies [Rule 62]

Foreign nationals must have the opportunity to get in touch with their consular representatives. This Rule recognises their specific situation which can include an inability to communicate in the common language of the prison, lack of information and knowledge of the legal system, and difficulties in contacting family members.



Inspections and investigations

Inspections* [Rules 83-85]

In recognition that inspections are an integral part of any professional and transparent prison system, the Rules require a two-fold system to be put in place that includes internal monitoring by the central prison administration as well as external, independent monitoring. The purpose of such monitoring is to ensure that prisons are managed in accordance with the laws and regulations, and for the protection of the rights of prisoners. The Rules list the authority inspectors should have and clarify the reporting and follow-up procedures.



Investigations* [Rules 57, 71]

Prisons must report any death in custody, disappearance, serious injury and if they have reasonable grounds to believe that torture or inhuman treatment may have occurred, irrespective of a formal complaint. Reporting should be to an independent authority that is mandated to conduct an investigation. Prison management and staff must fully cooperate with such investigations and ensure that all evidence is preserved. Implicated persons must not have any involvement in the investigation.

Transfer and transport [Rules 26(2), 73]

Prisoners should be transported in adequate conditions, and should be exposed to public view as little as possible. If a prisoner is moved to another prison, their medical files should also be transferred. These Rules provides useful internationally accepted guidelines for implementation of prison administration in countries. They are supplemented by the UN Bangkok Rules on women prisoners.

BANGKOK RULES FOR WOMEN PRISONERS

BANGKOK RULES



The Bangkok Rules 21 December 2010 - Resolution A/RES/65/229 UN General Assembly adopted the UN Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders ('Bangkok Rules').

These Rules Supplement UN SMR for the Treatment of Prisoners and UN SMR for Non-custodial Measures (‘Tokyo Rules’). The focus is on gender sensitive issues and the specific needs of women.

Content of these Rules:-

- Institutional personnel & training
- Admission, registration & individualization
- Healthcare provisions
- Discipline, punishment & searches
- Information, complaints & contact to the outside world
- Special groups (pregnant/ breastfeeding/ with children, girls, foreign nationals, minorities)
- Reintegration
- Non-custodial measures
- Research, planning and evaluation

Non-discrimination (Rule 1):

Providing for the special needs of female prisoners does not constitute discrimination.

Some important rules for women prisoners include -

Women should be sent to prisons closer to their homes as far as it is possible, to help their social rehabilitation.

The accommodation of women prisoners shall have facilities and materials required to meet women’s specific hygiene needs.

Their health screening should be comprehensive and include primary health care, mental health care needs, and identification of sexual abuse prior to admission.

To determine/ risk assessment (Rule 6)

- Primary health-care needs

- Sexually transmitted or blood-borne diseases;
- Testing for HIV may also be offered (! consent!)
- Mental health-care needs
- Reproductive health history
- Signs of torture or ill-treatment
- Existence of drug dependency
- Sexual abuse and other forms of violence suffered prior to admission

Training of staff (Rules 29 - 35):

- Gender-specific needs & human rights of women prisoners (R 29, 33)
- Main issues relating to women's & children's health (R 33)
- Capacity - building on HIV/AIDS (prevention, treatment, care, support - R 34)
- On gender sensitivity and prohibition of discrimination and sexual harassment (R 32)
- Detection of mental health-care needs, risk of self-harm and suicide (R 35)

Contacts with family and the community

Prisons isolate offenders from their families, partners and friends. Further, prisoners are often transferred to prisons according to their security risk, and this may involve moving them far from their homes and family. Female prisoners, because they are fewer in number than male prisoners, are more likely to be placed in facilities that are even further from their homes.

MULLA COMMITTEE RECOMMENDATIONS ON PRISONS

Mulla Committee: (All India Committee on Jail Reforms 1980-83):

In 1980 the Government of India set-up a Committee on Jail Reforms under the Chairmanship of Justice A. N. Mulla. The Mulla Committee submitted its report in 1983. The basic objective of the Committee was to review the laws, rules and regulations keeping in view the overall objective of protecting society and rehabilitating offenders. It recommended a total ban on the heinous practice of clubbing together juvenile offenders with hardened criminals in prisons.

-Mulla Committee Recommendations on Prison reforms

-Social work practice in prisons

-Board of Visitors

-Model Prison Manual, 2016

-Role of social workers and counsellors in prisons

-Instructions for oversight Mechanisms

-Instructions for under-trial review

-Instructions for legal services in prisons

Some of the prominent recommendations of the Mulla committee are:

- Improving prison condition by making available proper food, clothing, sanitation
- The prison staff to be properly trained and organized into different cadres.
- Setting up an All India Service called the Indian Prisons & Correctional Service.
- After-care, rehabilitation and probation to be an integral part of prison service.
- The press and public to be allowed inside prisons and allied correctional institutions periodically, so that the public may have first-hand

information about the conditions of prisons and be willing to co-operate in rehabilitation work.

- Undertrials in jails to be reduced to bare minimum and they be kept away from convicts.
- Undertrials constitute a sizable portion of prison population. Their number to be reduced by speedy trial and liberalization of bail provisions.
- The Government may make an effort to provide adequate financial resources.

Mulla committee report (1980-83) in Chapter IV: Administration of prisons and prison administrators (annexure IV B) recommends the following officers in prisons under the section (iii) of institutional organization (j) Psychiatric Social Worker; (k) Case worker;

Para 10.28.44: Techniques of casework, group work, individual and group guidance, and counselling should be applied in prisons as measures of treatment of offenders.

In its recommendations in 10.28.44, the Mulla Committee has expressed that techniques of case work and group work should be administered to prison inmates by professionally trained social workers like psychiatric social workers and caseworkers and also recommends that prison officers should be trained in case work and group work techniques which brings qualitative changes in the behavior of the inmates.

Social workers can play a key role in reducing recidivism in the Correctional or Criminal justice social work. The social worker can play an important role in identifying post-release employment opportunities and network with other organizations in order to help the inmate reintegrate into society.

Related to social work in the criminal justice system, the NASW's Social Work (2012) recognizes the need and importance of providing valuable services to the incarcerated population in its policy statement. The roles of social workers are multifaceted and as described below:

1. Advocacy to Prisoners and to bridge the gap between the prisoners and the prison administration.
2. To be part of the Under-Trial Review Committee
3. Identify the mental illness, substance issues, or co-occurring disorders; handle treatment techniques and skills for such inmates
4. Ensure access to quality health care, medications, and nutrition, treatment, and rehabilitation programs for inmates;
5. Identify through motivational analysis, appropriate educational and vocational opportunities to assist incarcerated individuals with transitioning back into their communities; and
6. To be part of National Policy making to provide advocacy and social-work leadership to criminal justice issues.

In the prison and correctional system, the probation officer works between the judiciary and the police whereas; the caseworker in prisons studies and evaluates both the core and social factors that compel the prisoner into offending behavior.

The caseworker has ready access to those who define the social role of inmates and who observe the client's daily role performance. In such institutional settings, the caseworker is part of the world to which he is trying to help the client adapt more satisfactorily.

Classification of Prison inmates

According to Model Prison Manual, 2016, Rule no.15.02., ‘The starting point of all welfare programmes shall be the initial classification of the prisoner and the study of individual inmates’. The welfare programme should include periodical review of progress and re-classification of prisoners, review of sentence and pre-mature release, planning for release, pre-release preparation and after-care.

Positive influence of institutional personnel will play an important role in this process. Community participation will be an important feature of welfare programmes.

Classification of under-trial prisoners

22.01. The classification of undertrial prisoners should be done only on the basis of security, discipline and institutional programme. No classification on the basis of social status should be attempted. The entitlement of diet, clothing, bedding and interview will be the same as applicable to other categories of prison.

Undertrial prisoners should be classified as under:

Category ‘I’: Prisoners involved in terrorist and extremists activities (special security prisoners (limited and with the permission and higher authority))

Category ‘II’: Dangerous prisoners involved in murders, dacoity, robbery, rape cases, habitual offenders, previous escapes and drug peddlers.

Note:

(i) Mentally sick prisoners, young offenders and women under protective custody will not be lodged with undertrial prisoners although classified as under trial.

(ii) Courts will send intimation to prison authorities about under trial prisoners who have turned approvers or have made confessions.

(iii) An accused person detained under section 122 (2) of the Criminal Procedure Code, must be treated as an undertrial prisoner until his case has been decided by the Sessions Court or High Court.

Facilities

22.10. The following facilities should be extended to all undertrial prisoners:-

- (a) Legal defence,
- (b) Interviews with lawyers or family members(for legal purposes) ,
- (c) Signing Vakalatnama,
- (d) Delegation of power of attorney,
- (e) Execution of will,
- (f) Essential religious necessities as per rules,
- (g) Applications to courts for legal aid at Government cost as per provisions of law.
- (h) Other applications to courts,
- (i) Application to Legal Aid Societies for free legal aid,

22.11. Such facilities as are sanctioned by the State Government should be extended to undertrial prisoners.

Food Facilities for Undertrial Prisoners:-

22.12. Food from outside may be allowed subject to the following conditions:-

(a) A written undertaking shall be given by the undertrial prisoner and the supplier of food that they are entirely responsible for the wholesomeness of such food and that prison administration will not be responsible for any mishap that may happen.

- ❖ Food for only one day's requirement of the undertrial prisoner shall be allowed at one time.
- ❖ Food articles will be tasted by the person who delivers the food.
- ❖ The food will be delivered at hours prescribed by the prison authorities.

- ❖ Food shall be eaten in the prescribed area and during prescribed hours only. During emergencies or epidemics or for reasons of health of the undertrial prisoner, outside food may be disallowed.
- ❖ The Superintendent has the authority to disallow or discontinue this concession at any time.

(b) Prisoners allowed to receive outside food, shall not be given prison food.

(c) Undertrial prisoners should not be allowed to cook their food separately in the institution;

PRISON VISITING SYSTEM IN INDIA

(Community intervention into prisons)

-RK Saxena

One of the main objectives of incarceration, right from the inception of this concept in a sovereign state, was to curtail the liberty of movement and the freedom of initiative of a person, if he was found to have violated the established law of the land. Prisons took shape as institutions of state retribution as a natural outcome of the materialization of this objective.

Resultant segregation of 'offenders' from the society, and the obligation of prison guards to restraint their movement against escape from lawful custody, constrained the architects of prison buildings to burden them with high walls, narrow galleries, labyrinths, shutters, locks, chains, fetters, cells and places of solitary confinement. This physical structure of prisons and the archaic rules of management of these 'punitive' institutions endowed them with a cover of obscurity in which fundamental human rights could be unofficially violated and officially denied.

Prisons grew to be places of low visibility where inhuman and even cruel conditions could prevail. The possibility of inflicting injury and injustice on inmates always lurked in these closed institutions. State supervision over day-to-day happenings within such institutions became a mere formality and the surveillance of the society was conspicuous by its absence.

In spite of the fact that prison system has, during the past few decades, undergone a massive change both in its objectives and in its physical structure, the basic character of prisons -- as closed institutions with little public scrutiny -- continues to this day.

The need for non-government intervention in prisons was recognized as early as in 1894 when the Prisons Act recognized that a system of visitors would be of value in providing humanitarian aid to prison inmates secluded from the society. The Cardew Committee appointed

by the British Government in that year devoted a whole chapter to making this system more effective and efficacious.

As a result, **the concept of non-government intervention in the management of prisons was for the first time conceived in The Prisons Act of 1894.** Although this concept did not find place in the body of main provisions of the Act, but in Section 59, which speaks of powers to frame rules consistent with this Act, the State Governments were empowered to make rules “for the appointment and guidance of visitors of prisons” in sub-section (25). The present provisions for official and non-official visitors in Prison Manuals of various states are the result of this sub-section (25) of section 59 of The Prisons Act of 1894.

The first comprehensive work of studying prison conditions and of making remarkably suitable recommendations for the reformation of both prisons and prisoners was done by the Indian Jails Committee, 1919-20 appointed on the 28th day of April, 1919 under the chairmanship of Sir Alexander G. Cardew, ICS, Member of the Executive Council, Madras, with six distinguished members. Quite a large number of recommendations made by this committee still hold good after the expiry of 95 long years. This Committee devoted a whole chapter (Chapter XXVIII) to the improvement in the system of ‘Visitors’ of prisons.

Addressing the need for external supervision on prisons the Committee wrote :

The plan of appointing persons, official and non-official, to serve as visitors to jails seems to us to form a very valuable part of the Indian system of jail administration. In the first place, it ensures the existence of a body of free and unbiased observers, whose visits serve as a guarantee to the Government and to the public, that the rules of the Prisons Act and Prison Manuals are duly observed, and that abuses, if they were to spring up, would be speedily brought to light. In this respect the Indian system is, we think, superior to that followed in other countries where the

visitors become a part of the prison organization, with definite powers and duties, and so become more or less identified with the prison administration. In India, they remain impartial and independent. In the second place, the existence of non-official visitors is especially valuable as supplying a training ground where members of the public can obtain an insight into jail problems and learn to take an interest in prisons and prisoners. **It is of great importance to create such an interest in the public mind and the appointment of non-officials is one of the best methods of promoting this end.** Although, therefore, some of our witnesses have criticized the system, we think it has only to be extended and improved in order to be productive of even greater advantages in the future than in the past.

(Report of the Indian Jails Committee, 1919-20 – para 511.)

Legal Provisions

Sub-section (25) of section 59 of The Prisons Act, 1894, the current basic law for the management of prisons in most parts of the country provides for the framing of rules for “the appointment and guidance of visitors of prisons”. The Indian Jail Committee, 1919-20, had laid down guidelines for the appointment of prison visitors stating that –

*The person selected for the position of a non-official visitor of a jail should be chosen on the ground of **definite qualifications**, such as an interest in prison matters or other social work, or ability and willingness to assist in finding work for prisoners on release. Selection should not be made solely on the ground of social position, wealth or political influence, but on the basis of special fitness.... (515 – Report of the IJC- 19-20)*

Only a few states of independent India incorporated these guidelines as legal provisions for the appointment of non-official visitors. One such state was Maharashtra. Rule 6 of Chapter XV – Prison Visitors – of the Prison Manual of Maharashtra dealing with ‘Appointment of Non-official Visitors’ says :

*The appointment of non-official visitors (other than members of the Maharashtra Legislature) shall, subject to the provisions of sub-rule (4), be made by the State Government **from amongst persons who in its opinion, are interested in the administration of prisons and are likely to take interest in the prisoners and their welfare both while they are in prison and after their release.***

These guidelines and some of the other rules governing the operation of prison visiting system in Maharashtra need to be emulated by other states. Rules in most of the other states of the country do not specify any qualification for a person to be eligible for appointment as non-official visitor of a prison. They empower the State Government to appoint non-official visitors, six for each Central Prison, three for each district prison and two for each lock-up jail, on the recommendations of the Divisional Commissioner or Collector and District Magistrate of the district in which the jail or lock-up is situated’.

Inter alia these rules provide for the duties of visitors, procedure for the removal of a non-official visitor and the powers of the District Magistrate to cause the preparation of a ‘Roster for monthly visits’ and to form a Board of Visitors for each prison in the concerned district. A visitor, so long as he retains his official connections with the jail, is precluded from giving publicity in the press or otherwise to matters connected with its administration.

LEGAL SERVICES AUTHORITY (LSA)

FREE LEGAL SERVICES

The Free Legal Services include:-

1. Payment of court fee, process fees and all other charges payable or incurred in connection with any legal proceedings;
2. Providing service of lawyers in legal proceedings;
3. Obtaining and supply of certified copies of orders and other documents in legal proceedings.
4. Preparation of appeal, paper book including printing and translation of documents in legal proceedings.

Persons eligible for getting free legal services includes:-

1. Women and children;
2. Members of SC/ST
3. Industrial workmen
4. Victims of mass disaster, violence, flood, drought, earthquake, industrial disaster.
5. Disabled persons.
6. Persons in custody
7. Persons whose annual income does not exceed Rs. 1 lakh (in the Supreme Court Legal Services Committee the limit is Rs. 5, 00,000/-).
8. Victims of Trafficking in Human beings or beggar

LOK ADALATS

Lok Adalat is one of the Alternative Disputes Resolution Mechanisms. It is a forum where the disputes/cases pending in the court of law or at pre-litigation stage are settled/compromised amicably.

The Lok Adalat has been given statutory status under the Legal Services Authorities Act, 1987. Under this Act, an award made by a Lok Adalat is deemed to be a decree of a civil court and is final and binding on all parties and no appeal lies against thereto before any court.

a. Lok Adalats are being organized by the Legal Services

Authorities/Committees for settlement of cases pending before courts u/s 19 of the Legal Services Authorities Act, 1987 and also for matters at pre-Litigative stage, under the guidance of NALSA.

b. Chapter VI-A has been inserted in the Legal Services Authorities Act, 1987 in the year 2002, with a view to provide compulsory pre-Litigative mechanism for conciliation and settlement of disputes relating to ‘Public Utility Services’.

c. Further in view of Covid, E-Lok Adalat has been conceptualized which significantly improved access to justice for people who were otherwise unable to participate in the Lok Adalats.

LEGAL AWARENESS PROGRAMMES

As a part of the preventive and strategic legal aid, NALSA through the State Legal Services Authorities, conducts legal literacy programmes. In some States, Legal Literacy Programmes are conducted every year in schools and colleges and also for empowerment of women in a routine manner, besides the rural legal literacy camps.

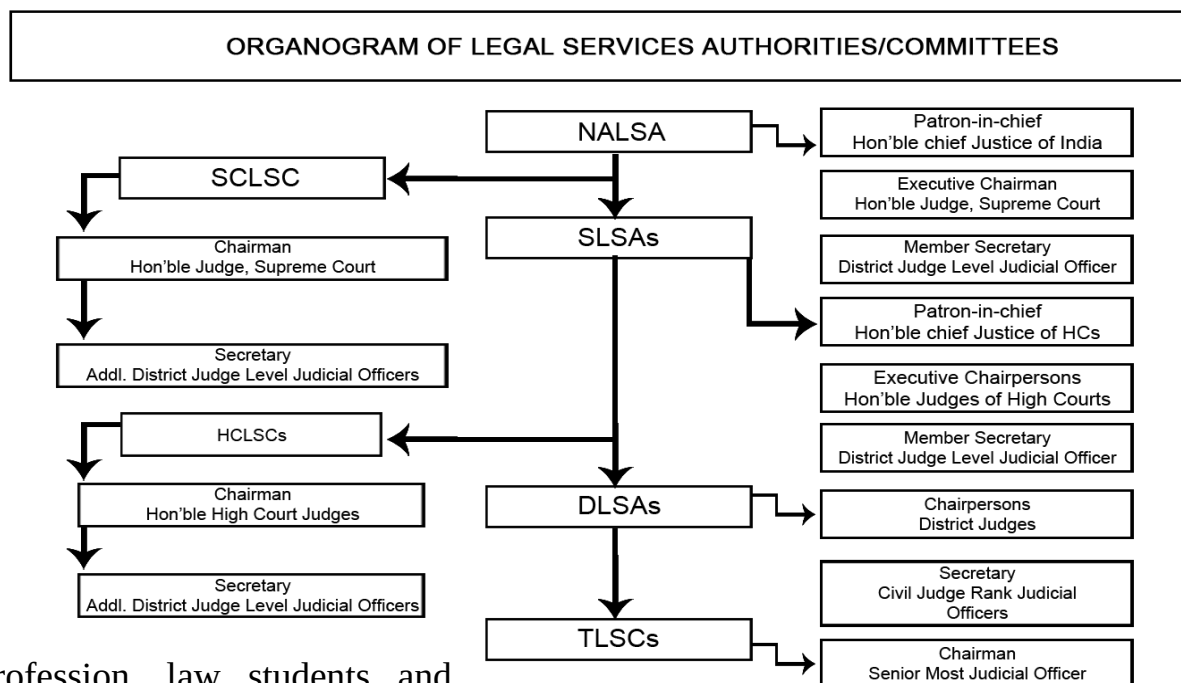
NALSA

The National Legal Services Authority (NALSA) has been constituted under the Legal Services Authorities Act, 1987 to provide free Legal Services to the weaker sections of the society and to organize Lok Adalats for amicable settlement of disputes.

TRAINING OF PARA LEGAL VOLUNTEERS

PARA-LEGAL VOLUNTEERS

The Para-Legal Volunteers are drawn from various sections of the society. The wide range of people working as Para-Legal Volunteers includes people from the medical



profession, law students and teachers, various NGOs etc. It is not surprising that for the benefit of the prisoners, certain other prisoners have come forward to work as Para-Legal Volunteers.

SOCIAL WORKERS IN PRISONS

Model Prison Manual, 2016 mentions in its staff pattern that social worker should be a part of it and staff pattern they are called psychiatric social workers in young offenders' institution and counsellors in adult correctional institutions. The roles of social workers are also mentioned in Model Prison Manual, 2016.

25.23. The following staff should be provided at institutions for young offenders:

- (a) Principal.
- (b) Senior Vice-Principal.
- (c) Vice-Principal.
- (d) House Master Grade I.
- (e) House Master Grade II.
- (f) Chief Supervisor.
- (g) Senior Supervisor.
- (h) Supervisor.
- (i) Psychologist.
- (j) **Psychiatric social workers/case-workers.**
- (k) Staff for education, physical training, vocational training, industrial training and agricultural training.
- (l) Staff for medical and psychiatric care.
- (m) Ministerial, accounts, and other staff.
- (n) Security Staff.

Role of Counsellor according to Model Prison Manual

- (i) Dealing with emotional and psychological problems of Inmates.
- (ii) Providing counselling to prisoners facing problems of adjustment within the prison and in relation to their families outside.

- (iii) Helping inmates develop their self-image, self-confidence, and motivation for correctional treatment.
- (iv) Helping the staff in understanding the problems faced by the inmates.
- (v) Aiding the psychiatrist in related matters.

15.03. Counselling facilities should be extended to the prisoners as follows:

- (i) The mental status of a prisoner should be studied before his classification at the time of admission in the prison,
- (ii) If a prisoner is depressed he should be given counselling by the prison staff/Welfare Officer/Psychiatrist, or by N.G.Os., or by some other authorized person.
- (iii) A depressed prisoner should be kept under strict watch by the prison staff.
- (iv) If counselling is having no effect on the mind of a prisoner he/she should be treated by a Psychiatrist.

Salutes by Armed Guards

5.15. Guards and sentries will necessarily salute the persons mentioned in column (1) of the table below in the manner mentioned in column (2) thereof:-

Person	Manner of salute
The Inspector General, the Deputy Inspector General of Prisons, the Superintendent, Additional Superintendent	By presenting arms
All other gazetted officers, Official Visitors and Deputy Superintendent.	By sloping arms and placing the right hand smartly on the butt, fingers extended.
Assistant Superintendent, , Social Workers Welfare Officer	By coming to an attention position with ordered arms.

HUMAN RIGHTS IN PRISONS IN INDIA

HUMAN RIGHTS ISSUES

(An extract from Model Prison Manual 2016)

Never before in its history, was prison administration in India subjected to such a critical review by the higher judiciary as in the last few decades. Discarding its erstwhile “hands off” doctrine towards prisons, the Supreme Court of India came strongly in favour of judicial scrutiny and intervention whenever the rights of prisoners in detention or custody were found to have been infringed upon.

In *Sunil Batra v. Delhi Administration and Others* (1978), Mr. Justice V. R. Krishna Iyer pronounced: “prisoners have enforceable liberties, devalued may be but not demonetised; and under our basic scheme, Prison Power must bow before Judge Power, if fundamental freedoms are in jeopardy”.

Again in *Sunil Batra v. Delhi Administration* (1979), the Court asked and affirmed: “Are prisoners’ persons? Yes, of course. To answer in the negative is to convict the nation and the Constitution of dehumanisation and to repudiate the world legal order, which now recognises rights of prisoners in the International Covenant on Prisoners’ Rights to which our country has signed assent”.

In a number of judgements on various aspects of prison administration, the Supreme Court of India has laid down three broad principles

- (i) A person in prison does not become a non-person.
- (ii) A person in prison is entitled to all human rights within the limitations of imprisonment.
- (iii) There is no justification in aggravating the suffering already inherent in the process of incarceration.

Obviously, these principles have serious implications for prison administration. They not only call for a thorough restructuring of the prison system in terms of the humanisation of prison conditions, minimum standards for institutional care, reorientation of prison staff, reorganisation of prison programmes and rationalisation of prisons rules and regulations.

From this viewpoint, among the various directives issued by the Supreme Court of India, in *Sunil Batra v. Delhi Administration* (1979), the following deserve a special mention: “It is imperative, as implicit in article 21, that life or liberty shall not be kept in suspended animation or congealed into animal existence without the freshening flow of fair procedure.

Fair procedure in dealing with the prisoners calls for another dimension of access of law-provision, within the easy reach of the law which limits liberty to persons who are prevented from moving out of prison gates”.

“No prisoner can be personally subjected to deprivation not necessitated by the fact of incarceration and the sentence of court.

All other freedoms belong to him – to read and write, exercise and recreation, meditation and chant, creative comforts like protection from extreme cold and heat, freedom from indignities like compulsory nudity, forced sodomy and other unbearable vulgarity, movement within the prison campus subject to requirements of discipline and security, the minimum joys of self-expression, to acquire skills and techniques and all other fundamental rights tailored to the limitations of imprisonment”.

“Inflictions may take protean forms, apart from physical assaults, pushing the prisoner into a solitary cell, denial of a necessary amenity, and, more dreadful sometime transfer to a distant prison where visits or Society of

Friends or relations may be snapped, allotment of degrading labour, assigning him to desperate or tough gang and the like, may be punitive in effect.

Every such affliction or abridgement is an infraction of liberty or life in its wider sense and cannot be sustained unless Article 21.

There must be a corrective legal procedure fair and reasonable and effective. Such infraction will be arbitrary, under Article 14, if it is dependent on unguided discretion; unreasonable, under Article 19 if it is irremediable and unappealable; and unfair under Article 21 if it violates natural justice....”

“The prison authority has duty to give effect to the court sentence. To give effect to the sentence means that it is illegal to exceed it and so it follows that prison official who goes beyond mere imprisonment or deprivation of locomotion and assaults or otherwise compels the doing of things not covered by the sentence acts in violation of Article 19.

RIGHTS AND DUTIES OF PRISONERS

It is, therefore, high time that in the light of the observations made by the Supreme Court of India, the rights and duties of prisoners are clearly spelt out. In this respect, the All India Committee on Jail Reforms, 1980-83 has suggested as under:

RIGHTS OF PRISONERS:

(A) Right to Human Dignity

- (i) Right to be treated as a human being and as a person; this right has been stressed and recommended by the Supreme Court of India which

has categorically declared that prisoners shall not be treated as non-persons;

- (ii) Right to integrity of the body; immunity from use of repression and personal abuse, whether by custodial staff or by prisoners;
- (iii) Right to integrity of the mind; immunity from aggression whether by staff or by prisoners.
- (iv) Right to non-deprivation of fundamental rights guaranteed by the Constitution of India, except in accordance with law prescribing conditions of confinement.

(B) Right to Basic Minimum Needs

Right to fulfilment of basic minimum needs such as adequate diet, health, medical care and treatment, access to clean and adequate drinking water, access to clean and hygienic conditions of living accommodation, sanitation and personal hygiene, adequate clothing, bedding and other equipment.

(C) Right to Communication

- (i) Right to communication with the outside world;
- (ii) Right to periodic interviews; and
- (iii) Right to receive information about the outside world through communication media.

(D) Right to Access to Law

- (i) Right to effective access to information and all legal provisions regulating conditions of detention;
- (ii) Right to consult or to be defended by a legal practitioner of prisoner's choice;
- (iv) Right to access to agencies, such as State Legal Aid Boards or similar organisations providing legal services;

- (v) Right to be informed on admission about legal rights to appeal, revision, review either in respect of conviction or sentence;
- (vi) Right to receive all court documents necessary for preferring an appeal or revision or review of sentence or conviction;
- (vii) Right to effective presentation of individual complaints and grievances during confinement in prison to the appropriate authorities;
- (viii) Right to communicate with the prison administration, appropriate Government and judicial authorities, as the case may be, for redressal of violation of any or all of prisoners' rights and for redressal of grievances.

(E) Right against Arbitrary Prison Punishment Right to entitlement in case of disciplinary violation

- (i) to have precise information as to the nature of violation of Prisons Act and Rules,
- (ii) to be heard in defence,
- (iii) to communicate of the decision of disciplinary proceedings, and
- (iv) to appeal as provided in rules made under the Act.

(F) Right to Meaningful and Gainful Employment

(i) Right to meaningful and gainful employment

Note 1: No prisoner shall be required to perform 'begar' and other similar forms of forced labour which is prohibited as a fundamental right against exploitation under Article 23 of the Constitution.

Note 2: Undertrial prisoners volunteering to do work may be given suitable work wherever practicable. Such prisoners should be paid wages as per rules.

Note 3: No prisoner shall be put to domestic work with any official in the prison administration. Such work shall not be considered as meaningful or gainful, even if some monetary compensation is offered.

Note 4: Prisoners shall, in no case, be put to any work which is under the management, control, supervision or direction of any private entrepreneur working for profit of his organisation. This will not apply to open prisons and camps. (ii) Right to get wages for the work done in prison. (G) Right to be released on the due date.

Human Rights of prisoners in India may be classified as follows for the purpose of understanding:

Right to Human Dignity

- (i) Right to be treated as a human being and as a person. This right has been stressed and recommended by the Supreme Court of India which has categorically declared that prisoners shall not be treated as non-persons;
- (ii) Right to integrity of the body i.e. Immunity from use of repression and personal abuse, whether by custodial staff or by prisoners;
- (iii) Right to integrity of the mind i.e. immunity from aggression whether by staff or by prisoners; and
- (iv) Right to non-deprivation of fundamental rights guaranteed by the Constitution of India, except in accordance with law prescribing conditions of confinement.

Right to Human Dignity

Right to fulfilment of basic minimum needs such as adequate diet, health and medical care and treatment, access to clean and adequate drinking water,

access to clean and hygienic conditions of living accommodation, sanitation, and adequate clothing, bedding and other equipment.

Right to Communication

Right to communication means:

- (i) Right to communication with the outside world.
- (ii) Right to periodic interviews; and
- (iii) Right to receive information about the outside world through communication media.

Right to Access to Law

Right to access to law includes the following:

- (I) Access to information / legal provisions regulating conditions of detention;
- (II) To consult or to be defended by a lawyer of choice;
- (III) Access to State Legal Aid / Free Legal Aid;
- (IV) To be informed about rights to appeal, revision, review either in respect of conviction or sentence;
- (V) To receive all court documents necessary for preferring an appeal or revision or review of sentence of conviction;
- (VI) To effective presentation of individual complaints and grievance to the appropriate authorities; and
- (VII) To communicate with the prison administration / appropriate Government / judicial authorities for redressal of grievance.

Right against Arbitrary Prison Punishment

Under the prisons laws, jail authorities are competent to award punishment to prisoners who violate prison discipline. To ensure that these punishments are not arbitrary, following rights are guaranteed.

- (i) To have information about violation of the Rules

- (ii) To be heard in defence;
- (iii) To be communicated the decision; and
- (iv) To appeal as provided in the Rules.

Introduction to the Constitution of India – Durga Das Basu.

Website: <http://indiacode.ic.in/>

CONSTITUTIONAL PROVISIONS ON HUMAN RIGHTS

Constitutional provisions

1. Article 14 – Equality before Law
2. Article 15 – Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth
3. Article 17 – Abolition of Untouchability
4. Article 19 – Protection of certain rights regarding freedom of speech, etc.
5. Article 20 – Protection in respect of conviction for offences
6. Article 21 – Protection of Life and personal liberty
7. Article 22 – Protection against arrest and detention in certain cases
8. Article 23 – Prohibition of traffic in human beings and forced labour
9. Article 32 – Remedies for enforcement of rights conferred by this Part
10. Article 39-A – Equal Justice and free legal aid
11. Article 42 – Provision for just and humane conditions of work and maternity relief.
12. Article 43 – Living, wage, etc., for workers
13. Article 72 – Power of President to grant pardons, etc. and to suspend remit or commute sentences in certain cases.
14. Article 161 – Power of Governor to grant pardons, etc. and suspend remit or commute sentences in certain cases

The Preamble, Fundamental rights and the Directive Principles of State provide the basic human rights for the people of India

Human Rights Provisions in the Constitution of India

* Preamble * Fundamental Rights * Directive Principles of State Policy * Fundamental Duties

Article 14	Equality before the law and equal protection of the law.
Article 15	Discrimination on grounds of religion, race, caste, sex, place of birth or any of them prohibited.
Article 20	(i) Protection from ex post facto laws – no retrospective effect of law protecting from higher punishment than prescribed by laws. (ii) Protection from double jeopardy. (iii) Protection against self-incrimination
Article 21	Right to life and liberty – deprivation only through procedures established by law.
Article 22(4) to 7	Provision of special safeguards to detenues.
Article 32	Right to seek remedies through writs on fundamental rights being affected.

FUNDAMENTAL DUTIES: Article 51 A. Fundamental Duties – It shall be the duty of every citizen of India.

- To abide by the Constitution and respect its ideals and institutions, the National Flag and National Anthem;
- To uphold and protect the sovereignty, unity and integrity of India;
- To defend the country and render national service when called upon to do so;
- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- To value and preserve the rich heritage of our composite culture;

- To develop a scientific temper, humanism and the spirit of inquiry and reform;
- To safeguard public property and to abjure violence;
- To strive towards excellence in all sphere of individual and collective actively so that the nation constantly rises to higher levels of endeavour and achievement.

COUNSELLING SKILLS

(Source: An extract form the ACA website)

What is counselling?

According to the American Counselling Association (ACA), professional counselling is the process of building relationships with individuals that empower them to accomplish mental health and wellness, education, and career goals. It is a collaborative relationship between the counsellor and their client.

Professional counselling can take the form of:

- *Individual counselling* is the most common type of counselling that focuses on the growth and mental health of an individual.
- *Couples or marriage counselling* focuses on assisting couples in overcoming conflict and working towards a stronger relationship.
- *Family counselling* involves the different familial dynamics and how they affect the family structure.
- *Group counselling* is the use of group interaction to facilitate growth.

The Process of Counselling:

The Traditional Counselling process includes the following components:

Opening: The opening process is perhaps, one of the most important parts of the interaction with your client. It is your chance to get to know your client and for them to get to know you. It is also where you will set the tone for the rest of the therapeutic relationship.

Exploring Client Understanding: The exploration process is where you will begin to understand your client. You will explore their past and evaluate their current concerns. Here, you will together establish goals and set expectations.

Understanding: Important in developing a strong relationship with your client, you can demonstrate understanding by using verbal and nonverbal cues, as well as reflections and paraphrases.

Intervention: The intervention process is about choosing the appropriate counselling techniques that will encourage growth within your client.

Exploring Problems: Exploration is the process of learning more about your client and why they have come to counselling. Exploration is necessary in truly understanding a client's thoughts and feelings in relation to their pressing problem.

Empower to Create Own Solutions: Empowering your client is not about providing them with all the answers. It is about empowering them, with your counselling skills, to find their own solutions.

COUNSELING SKILLS

These are some of the most important counselling techniques you are likely to use in your counselling sessions.

Listening/Observing: Listening is one of the most valuable counselling skills in the therapeutic relationship. It can be used in three ways:

- **Attending:** Attending is the ability to be physically present for the client. It means giving them your undivided attention and making appropriate eye contact, mirroring body language, and nodding. These attending behaviours show your client that you care.

- **Active listening:** Active listening occurs when you are listening with all of your senses. According to the Perinatal Mental Health project, active listening involves listening with your body, heart, ears, eyes, and mouth.
- **Verbal listening:** This is a form of showing you are listening through the words that you use. This can be as simple as ‘yes’, or ‘go on’. It can also be in the form of paraphrasing or repeating a word of emotion that the client has just said.

Asking Questions: Questions are helpful in the therapeutic environment because they allow you to learn more about your client. The type of questions that you ask will set the tone of the session and the entire counselling process. Questions occur in two forms.

- **Closed:** A closed question is the practice of asking a question that can be answered as a ‘yes’ or ‘no’. Closed questions should generally be avoided in the counselling relationship, as they do not encourage deeper exploration.
- **Open:** An open question is necessary to gather information. An open question is one that cannot be answered with a simple ‘yes’ or ‘no’ and it requires reflection or exploration on the client’s end. Every open question should be intentional and therapeutic.

Reflection:

Reflection in the counselling process to accurately describe the client’s state from their verbal or non verbal clues.

- **Feelings reflections:** Reflections allow clients to hear the feelings they have just expressed. Sometimes you have to look for the descriptive feeling in a client’s statement. It can also be helpful to look at a client’s nonverbal feeling cues.

- **Restating/Rephrasing:** Restating and rephrasing can build a stronger client therapist relationship. Rephrasing a client's statement allows you to better understand what a client has just said and to gain further clarity, if you have gotten it wrong.
- **Affirmation:** Affirmation is a form of encouragement that is used to affirm behaviours or life choices. Affirmation is important for empowering. A few common affirmations include affirming progress that a client has made toward a goal or encouraging a client to do what is important to them.

Empathy: Empathy is the ability to put yourself in someone else's shoes. It is much more than sympathy in that you are able to show your understanding of your clients feeling surrounding an experience.

Genuineness: Being genuine is creating congruence between yourself and your words. Every therapist is different and will provide a different therapeutic process. It is important to remain genuine in all counselling techniques and verbal and nonverbal cues.

Unconditional Positive Regard: Demonstrating unconditional positive regard is the idea of accepting the client for who they are. It is a means of expressing warmth and respect.

Counsellor Self-Disclosure: This is a tricky counselling skill to manoeuvre. A general rule to follow is to only share personal information that is beneficial to the therapeutic process. It might also be used to help the counsellor relate better with their client.

Counselling Theories: Counselling theories are used as a guideline for understanding human nature and to determine which counselling skills you will use in your counselling sessions.

- ***Psychoanalytic Theory:*** This theory was originally developed by Sigmund Freud. It supports the idea that unconscious forces drive human actions. A psychoanalytic therapy session includes skills such as dream analysis, free association, resistance analysis, and transference analysis. Much of the personality is thought to have developed in childhood and similarities are identified and explored in the therapeutic relationship.
- ***Person-Centred Therapy:*** This theory is a form of psychotherapy originally developed by Carl Rogers. Sometimes also known as Rogerian therapy, it operates on the assumption that every human being has the ability to fulfil their full potential. A client-Centred approach in the therapeutic relationship involves self-actualization, empathy, and unconditional positive regard. When practicing Person-Centred therapy, the client therapist relationship is very important because the positive interactions are a form of therapy themselves. The relationship should be supportive and the therapist acts more as a guide, as the client is the expert of their own life.
- ***Cognitive Behavioural Therapy (CBT):*** CBT is a short term approach to the therapeutic process. This hands-on approach lends its practice to the theory that human problems stem from faulty patterns of thinking. The counselling process primarily involves the challenge of automatic thinking and often negative thought patterns. It encourages the client to find logic in their way of thinking. The counsellor plays an important role in challenging these thoughts.
- ***The Family Systems Model:*** Family Systems view all human troubles and conflicts as a familial unit. The theory, originally developed by Murray Bowen, is focused on the idea that family is the primary source of emotions and personality. A family system can be present in many forms,

including structural, strategic, and intergenerational. Common techniques used in the therapeutic process include the creation of a genogram, family projection activities, emotional triangles, and the differentiation of self. This counselling theory is often used in marriage and family counselling sessions.

Counselling is about creating strong relationships with your clients that will empower them to obtain mental health and to fulfil their goals. Through the use of intentional counselling techniques and an understanding of human nature developed through counselling theories, you can guide your client in reaching optimal mental health.

SENTENCE PLANNING

All Prisoners who are sentenced should receive a Sentence Plan. This plan provides prisoners with a list of goals and courses to complete during their sentence which should help to reduce their risk, and ultimately assist them when they are released into the community.

The sentence plan is individual plan to define activity and treatment for inmate when under imprisonment. The plan aims to decline risk of reconviction and harm to society when release as well as rehabilitation of inmates.

The sentence plan/plan is the key tool for identifying what an offender will do during their sentence, based on an assessment of the factors associated with their offending, to achieve the aims of the sentence. This is particularly important for reducing the likelihood of reoffending and, in custodial cases, promoting resettlement.

2.2 A further important aim of the plan is to reduce the risk of serious harm the offender poses, particularly for offenders subject to an extended determinate or indeterminate sentence, as they have received this sentence based on an assessment of their ‘dangerousness’.

A key consideration in determining whether to direct release will be the offender’s engagement with appropriate activities and interventions in order to reduce the risk posed. However, the main consideration will be whether there is clear evidence that the offender has demonstrated positive changes in behaviour, thinking and attitudes, and that there is a clear plan in place to manage any residual risk the offender poses on release from custody.

The focus of sentence planning should be on achieving outcomes supported by defined actions or activity. The plan should cover the whole of the sentence, and define clearly:

- ❖ the overall outcomes to be achieved through the plan
- ❖ the activity needed to achieve the intended outcomes and expected timescales
- ❖ how the activity will be delivered to meet individual offender need
- ❖ what is expected of the offender in terms of the objectives they are aiming to achieve in support of an action or outcome, and
- ❖ Who will have overall responsibility for the continued review and updating of the plan as it is delivered?

Plans must be realistic and attainable in order to be effective in providing offenders with an opportunity to address offending related factors and reduce risk. Objectives should be specific, measurable, achievable, realistic, and time-bound (SMART) and actions to support these should be set out in order of priority.

SEQUENCING

1. Actions required of the offender should be sequenced logically, according to what should take priority, bearing in mind both the offender's own priorities and the need to cross-reference with the risk management plan and parole eligibility and review dates. It may be important to provide services which stabilise and motivate an individual before providing an intervention targeted at reducing their risk of reoffending or causing serious harm. For example, an offender with a chronic substance misuse problem may need to address this before they are in a position to address their offending behaviour.

2. Actions should be set out in manageable steps for the offender, offender manager, offender supervisor and service providers. Where an offender is serving a custodial sentence, there may be some objectives and activities which could suitably be undertaken following release, and should be planned to follow on from earlier supporting activity. This must be planned in consultation with the community based offender manager to ensure that appropriate provision can be put in place.

3. Adequate sequencing also involves ensuring sufficient continuity of services and support, in particular with regards to the transition from custody to community. Where resources are limited, it will be important to consider where and when such activities could take place. For example, where a prisoner is suitable and eligible for a particular accredited programme but this is not available within the establishment the offender is currently placed in, this may be set as an activity to be undertaken following transfer to a relevant establishment.

Unless there are other interventions or activities required which can be delivered in the current establishment, transfer to the establishment running the relevant programme should be facilitated as soon as possible. Where other activities can take place, it will then be essential to plan these prior to the programme work commencing, in order to maximise the impact on the main risk factors.

This will equally apply where an offender is waiting for a place on a programme to become available, but there are others with a higher priority in the queue. Planning shorter term activities will be especially important for demonstrating that the offender is addressing and reducing the risk they pose, where the Parole Board will be considering their suitability for release.

SENTENCE PLANNING REVIEWS

The assessment and plan must be reviewed whenever there is a significant change that impacts on the risk of re-offending and/or serious harm posed by the offender. This will include where a transfer has taken place, the offender is due to be released or approaching a parole review, and/or one or more objectives in the plan has been achieved or conversely where progress is not being made and alternative options need to be considered.

Where the offender is in custody, offender managers and offender supervisors are required to participate in sentence plan reviews for all NPS-allocated cases. Where the prisoner is allocated to a CRC, there must be a handover between the offender

supervisor in custody and the offender manager from the home CRC to support effective planning for release.

This may not require attendance in person, but could be managed by video/telephone conference or by written correspondence. Where the prisoner is being released from an establishment that is not a resettlement prison, this pre-release handover will be particularly important.

The planning review process should be used to: review information (including information from other staff and agencies) that builds on existing assessments; verify changes in an offender's behaviour; adapt or change actions that are completed or no longer appropriate; and to explore the full range of available resources to meet outstanding offending related factors.

A review of the sentence plan/plan must be accurately recorded and documented. Where activities and interventions are no longer appropriate to address risk of serious harm and offending they must be removed from the plan at the earliest convenience.

TERMINATION.

A termination review of the plan must always take place, assessing the progress that has been made over the course of the sentence, drawing on the views of the offender and judgement of the offender manager, offender supervisor and, where relevant, interventions staff.

This provides an opportunity to document progress such as compliance with interventions and particularly changes in behaviour and attitudes. It should also consider what actions the offender could take in the future to maintain and develop any progress they have made or, where insufficient progress has been made, to take steps in future to avoid reoffending.

(Source: An Abstract From The Sentence Planning Guidelines Issued By The, Noms Agency Board).

SENTENCE PLANNING AND THE ROLE OF CLASSIFICATION OF PRISONERS – A NEW APPROACH-(A concept paper by Dr M.R.Ahmed)

A core responsibility of all prison and correctional systems is to maintain the security and safety of prisoners, prison staff, all other persons present in prison facilities as well as the general public. Given the diverse range of individuals who are placed in correctional settings, from those who are accused or convicted of petty or non-violent crimes to those with a lengthy history of violence, this can be a very challenging mandate.

INDIAN EXPERIENCE

The system of classification of prisoners in India till 1959 was old and archaic, and was not based on any scientific principles. It did not aim at homogeneous grouping of offenders on the basis of their prognosis for treatment. It was only after Model Prison Manual 1959 that States have started incorporating Classification system in their Prison manuals.

A classification Committee is provided for in all larger prisons. Prisoners in the country are broadly classified on the basis of:

- (a) Sex: into men and women;
- (b) Age: into children, young offenders, adults and old;
- (c) the law under which confined, into civil prisoners, criminal prisoners, detenues, prisoners under court martial, non-criminal lunatics, inmates under protective custody and inmates confined under preventive sections of the Code of Criminal Procedure (sections 107, 109 and 110);

(d) Stage of investigation and trial : into remand prisoners and undertrial prisoners;

(e) nature of sentence: into prisoners sentenced to simple imprisonment, prisoners sentenced to rigorous imprisonment, prisoners sentenced to short, medium or long terms of imprisonment, prisoners sentenced to life imprisonment and prisoners sentenced to death;

(f) Criminal antecedents: into casual and habitual prisoners;

(g) Disease or infirmity: into criminal lunatics, lepers, T.B. patients and the like;

(h) Socio-economic status: into A, B, C, or I, II, III classes.

Prisoner separation VS Prisoner classification

It is very important to differentiate between the separation of prisoners based on age, gender and legal reason for detention on the one hand, and the classification of prisoners on the other, the latter which is used to determine appropriate placement and case planning.

More specifically, the separation of prisoners is based on easily identifiable and static features which only change when a prisoner is sentenced. In contrast, the classification of prisoners entails a structured assessment of risks and needs, which is a more complex process grounded in research evidence and guided by international standards and norms.

While both separation and classification are extremely important activities in prison and correctional systems, it should be recognized that they are different and that – while constituting a fundamental requirement – the separation of women from men, adults from children and pre-trial from sentenced prisoners does not, in itself, constitute a classification regime.

The difference between prisoner separation and classification is articulated in the United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules).

“Separation of different categories

Rule 11: The different categories of prisoners shall be kept in separate institutions or parts of institutions, taking account of their sex, age, criminal record, the legal reason for their detention and the necessities of their treatment; thus: (a) Men and women shall so far as possible be detained in separate institutions; in an institution which receives both men and women, the whole of the premises allocated to women shall be entirely separate; (b) Untried prisoners shall be kept separate from convicted prisoners; (c) Persons imprisoned for debt and other civil prisoners shall be kept separate from persons imprisoned by reason of a criminal offence; (d) Young prisoners shall be kept separate from adults.

Classification and individualization Rule 93:

1. The purposes of classification shall be: (a) To separate from others those prisoners who, by reason of their criminal records or characters, are likely to exercise a bad influence; (b) To divide the prisoners into classes in order to facilitate their treatment with a view to their social rehabilitation.

2. So far as possible, separate prisons or separate sections of a prison shall be used for the treatment of different classes of prisoners

Classification by risk assessment in Indian prisons

Till 1998, no effective system basing on risk assessment was in place in Indian Prisons. In 1998, for the first time in the country, Andhra Pradesh Prisons, made a distinction between prisoner separation and prisoner classification. Prisoners were categorized into S1, S2, S3, and S4 basing on the risk assessment done at the prison level, adopting the prevailing system in UK prisons.

Each prisoner after assessment is issued with an admission card on which is stamped his security category and accordingly he is assigned to maximum, medium or minimum security zones within the same prison. S1 and S2 category prisoners are treated in the same manner as others but with enhanced security and control.

The 1998 experiment in the state of Andhra Pradesh is continued till today with the advantages of better security and peaceful administration, absence of major incidents like hunger strikes, escapes, better handling of political/religious extremists, optimum staff deployment and finally improvement in staff satisfaction. After the formation of Telangana state, the system continued in Telangana jails.

At national level, in 2003, the Model Prison Manual drafted by Bureau of Police Research and Development incorporated the concept of Security categorization of Prisoners and recommended that Prisoners are classified into 3 categories namely S1, S2 and S3. However, no state implemented the recommendation.

In 2011, the State of Tamilnadu successfully introduced a classification system basing on the risk assessment of prisoners. For the first time in the country, antecedent reports from Police are enclosed to the remand and conviction warrants. The Police initially recommends S1 and S2 categorization of prisoners who are dangerous and threat to society. The Prison authorities make the remaining classification of Prisoners into S3, S4 and S5 categories.

In the State of Punjab, to deal with the severe problem of “Gangsters”, a system of classifying prisoners into A,B and C categories is followed. The gangsters who are classified as A category are kept in high security zones. The risk assessment is done by Punjab police. There is a review every six months basing on inputs from police.

In 2016, the Ministry of Home Affairs, Government of India revised the Model Prison Manual 2003 and came up with the new Model Prison Manual 2016.

Elaborate rules to deal with high risk prisoners categorizing them into 5 categories, namely S1 to S5 were made. Chapter 25 of Model Prison Manual 2016 “High Risk Prisoners” deals with risk assessment and categorization of prisoners as given below:

“25.02 All prisoners, including undertrials and detenues, shall be classified into following categories to determine the level of security for effective surveillance, safe custody and prevention of escapes:

(i) Security Category - 1 (S1-Red): Fundamentalists, Naxalites, extremists and terrorists or any other individual characteristics warranting confinement in Security Zone-1.

(ii) Security Category - 2 (S2-Blue): Gangsters, hired Assassins, dacoits, serial killers / rapists / violent robbers, drug offenders, habitual grave offenders / communal fanatics and those highly prone to escapes / previous escapees/ attack on police and other dangerous offenders/including those prone to self-harm/posing threat to public order, warranting confinement in Security Zone-2.

(iii) Security Category - 3 (S3-Yellow): Those who do not pose any threat to the society, upon release, like those involved in murders on personal motives, other bodily offences, theft/ property offences, prohibition offences, other special and local laws, railway offences and other minor offences.

The above three categorization shall be done on the basis of the inputs provided by the police/intelligence agencies at the time of admission.

(iv) Security Category - 4 (S4-White): Prisoners who are eligible for Open Prisons.

(v) Security Category - 5 (S5-Green): Elders, sickly, students, etc.

The above two categorization shall be done by the prison authorities. ”

The objectives of the above classification are to determine the level of security for effective surveillance, safe custody and prevention of escapes: The risk assessment

of prisoners and their initial classification into S1, S2 and S3 categories is done on the basis of inputs from the police. In respect of ordinary prisoners, the prison authorities do the risk assessment on their own and classify prisoners into S4 and S5.

Prisoners who are prone to self-harm and violence are also included in the classification. Details of specifications of security zones, staff deployment and facilities to the prisoners are clearly given.

NEED FOR REVIEW

While the Model Prison Manual 2016 provides elaborate and detailed guidelines, the classification recommended is only security oriented and not reintegration oriented. There is an urgent need to review the system and to make it in accordance with the best practices in other countries and in alignment with International standards including the Standard Minimum Rules for the Treatment of prisoners.

The best practice is for prison authorities to determine the security level of a prisoner after an individual assessment of risk and need, rather than a system being determined based solely on the alleged crime committed. Tools for effective risk assessment and periodical assessment need to be introduced.

Research findings indicate that subjective approaches to prisoner classification often result in over-classification, which exposes individuals to harsher conditions of confinement than necessary and hinders reintegration efforts. In addition, the lack of a consistent and clearly articulated approach to classification can be susceptible to unfair practices in assigning security level and prison placement and be open to the influence of corruption.

Therefore, an objective and evidence-based classification system with clear processes and procedures should be considered a significant factor in protecting the human rights of prisoners.

An effective prisoner classification system - Advantages

- a) It is based on an assessment of the risks and needs that a prisoner presents to not only determine appropriate placement and security regime, but also to identify and address the factors related to the individual's involvement in criminal behaviour.
- b) This enables the development of individualized case and sentence plans that place the prisoner in the least restrictive environment required and identify the interventions that will address the need areas that are directly linked to their offending.
- c) Such an approach has consistently been demonstrated to promote rehabilitation and social reintegration prospects as well as to reduce reoffending upon release.
- d) Effective prisoner assessment and classification enables the appropriate grouping of individuals for the purposes of management and the delivery of interventions.
- e) It is a key element in reducing the likelihood of incidents such as prisoner and staff assaults and escapes/escape attempts and maintaining the good order of a prison or correctional facility, which is vital to supporting social reintegration efforts.

f) In addition, it serves to identify and protect prisoners who may be vulnerable (e.g., those who are young or old, low functioning or convicted of certain kinds of offences) to being preyed upon or victimized by other prisoners if not housed in suitable accommodation.

g) Studies have demonstrated that structured tools developed for prisoner classification can predict outcomes of interest such as the likelihood of institutional misconduct, level of need, motivation and reintegration potential.

Elements and sequence of the classification/reclassification process

Prisoner classification upon admission to the prison service:

All prisoners entering a correctional system, be they in pre-trial detention or convicted and sentenced to a term of imprisonment, should have an assessment undertaken as soon as possible upon admission in order to determine the risk that they pose, both to themselves and others, as well as their needs. Such individualized assessment is critical in determining the appropriate classification and placement of the prisoner to ensure their safety and security as well as those of staff and other prisoners and to facilitate efforts to promote their social reintegration. The following sequence and elements are important for prison or correctional administrations to consider when developing or modifying an assessment process upon admission for classification decision-making purposes.

Step 1: Assessment of immediate needs

Upon initial entry into a custodial setting, it is important that a prisoner be interviewed to assess their immediate needs with respect to any critical security and physical or mental health concerns. Ideally, this should occur within the first 24 hours of admission and prior to any cell or accommodation assignment

in the general prison population. This is a critical first step in ensuring the safety and security of the prisoner as well as of staff and other prisoners.

Security and Safety Needs – Immediate admission concerns with respect to security involve factors which could pose an immediate safety or security risk, including whether the prisoner is affiliated with organized crime, a gang or a terrorist organization, has incompatibles within the system, has had previous episodes of violence in a custodial setting and incidents related to institutional adjustment and placement with other prisoners. The presence of any of these issues will impact immediate allocation as well as longer-term placement decisions

Physical/Mental Health Needs

An initial needs assessment for prisoners should include an interview with, and examination by a physician or other qualified health-care professional to identify physical and mental health care concerns that require immediate attention and may also influence longer-term placement, such as acute or chronic health conditions, requirement for medication, contagious diseases and physical accommodation needs. An assessment of the prisoner's risk of suicide and self-harm should be a part of this immediate health needs review. This interview should occur as soon as possible after the prisoner's entry into custody (ideally within 24 hours) with follow-up as required.

Step 2: Collection of Information

Following the assessment of immediate needs and the initial cell assignment of the prisoner, the next step is to conduct a broader assessment of the prisoner to determine classification and longer-term allocation/placement to an appropriate setting. In order to complete a more detailed assessment of risk and needs to inform classification decisions, it is critical to have reliable information

regarding the prisoner's current offence, criminal history and personal background. The following is a minimum list of basic official documentation relevant to completion of the assessment process upon admission:

- Commitment order
- Documentation to confirm identity
- Official report of the offence (police report, court or judge's decision and comments, prosecutor report)
- History of criminal offending and previous incarcerations
- Affiliation with any security-threat groups (e.g., criminal or terrorist organizations, gangs)
- Interviews with family and others affiliated with the prisoner can also provide valuable information, particularly as it relates to the assessment of offender need areas and should be included in the information collection process, when possible.
- The involvement of civil society organizations or religious organizations/experts may be beneficial both in terms of being a source of relevant information and if they have a role in providing rehabilitation services in prison settings.
- Interviews and self-reported information from the prisoner him or herself are an important data source for the assessment of risk and need and provides an opportunity to assess the person's version of events against official and are related to the risk of recidivism. Risk assessment interviews can serve as collateral reports.
- Finally, intelligence, both internal prison intelligence and intelligence from other law enforcement agencies, can be a vital part of any risk assessment, as it often provides insight that other sources cannot bring to the assessment¹. This is particularly relevant where there are concerns that the prisoner is involved with a security threat group, such as a criminal gang or terrorist organization.

¹UNODC Handbook on Dynamic Security and Prison Intelligence. https://www.unodc.org/documents/justice-and-prison-reform/UNODC_Handbook_on_Dynamic_Security_and_Prison_Intelligence.pdf

Step 3: Determination of initial security level required – assessment of risk, need and responsivity factors

a) Assessment of Risk

Tools aimed at assessing only the prisoner's risk to public safety are not necessarily predictive of security risk within a prison setting. Research has identified several factors that are important to consider for an assessment for the purposes of classification decisions. These include:

- Age
- Severity of current offence
- Sentence length
- Criminal history, particularly violence
- Security Threat Group (STG) membership or affiliation (e.g., gangs, violent extremist organizations)
- Previous involvement in incidents in custodial settings
- Level of functioning in the community prior to admission
- Mental and emotional stability
- History of escape attempts or escape
- Risk to the public in the event of an escape

b) Assessment of Needs

Decisions regarding prisoner classification and placement should also be informed by the needs of the offender, both as they relate physical and mental health needs as well as social reintegration needs.

With respect to rehabilitation and social reintegration needs, these should focus on those areas that are related to a prisoner's involvement in criminal behaviour. The Risk, Needs, Responsivity (RNR) model described by Andrews, Bonta and Hoge (1990) identifies that the focus of correctional intervention should be on criminogenic needs/dynamic risk factors that are directly linked to criminal behaviour. Unlike static risk factors, which are immutable to treatment interventions, dynamic risk factors are changeable and influenced by the

appropriate interventions. There are eight major predictors of criminal behaviour. Of these factors, one is static (criminal history), but the remaining seven – education, employment, attitudes, associates, anti-social personality pattern, family/marital relations, leisure and recreational activities and substance abuse – are important targets for intervention

c) Responsivity Factors

Responsivity factors refer to specific characteristics of the prisoner that may affect participation in interventions and successful programme outcomes. During the initial assessment, it is important to identify and document these considerations, which can include issues such as:

- Language barriers that interfere with communication with staff and other prisoners as well as participation in education, vocational training, work or other interventions
- Literacy deficits (basic reading and writing skills)
- Problems with attention/concentration
- Intellectual disabilities
- Physical disabilities
- Chronic mental health issues
- Any other issues that would interfere with institutional adjustment and/or participation in programs or interventions

d) Supplementary assessments

Supplementary assessments that can provide valuable information for allocation and programming decisions include: -

1. Sexual offending
2. Domestic violence
3. Educational/vocational assessment
4. Substance abuse
5. Mental health

6. Violent extremism

e). Assessment tools for women

Most prison classification tools have been developed using samples of adult male prisoners. Therefore, their applicability to unique groups such as women is limited. Women pose less risk with respect to prison and community security in comparison to men and that many factors that predict risk in men are not necessarily the same for women. Consequently, they require instruments and approaches that reflect their unique characteristics and prevent over-classification or excessive use of overrides.

Step 4: Using assessment results for prison placement decisions and case/sentence management planning

The link between assessment and decision-making related to classification, allocation and participation in programs or other reintegration activities is dependent upon the development of an individualized case or sentence management plan that clearly articulates the prisoner's risks and needs, how these will be managed in a correctional environment and what interventions are recommended to promote his or her social reintegration

Reclassification during a custodial sentence

The reclassification of prisoners is a process separate from initial classification and placement and requires an examination of other factors relevant to the individual's case, particularly their behaviour during their current custodial sentence and their progress against the objectives identified in their case or sentence plan, as well as the time remaining in their sentence. The aim should be to progressively move prisoners to less restrictive settings through periodic reassessments of risk and need, with continued consideration of institutional adjustment factors, escape risk and public safety risk. It is important the tools and processes used in classification reviews for prisoners be dynamic and sensitive to changes to his or her risk status over time.

Release planning and community supervision

The ongoing re-assessment of prisoners and updating of their sentence or case management plan with respect to progress against their criminogenic need areas is a key element in determining the readiness of prisoners for release and the identification of risk management strategies for supervision in the community. Whereas assessments for classification and reclassification purposes focus both on risk to safety and security in the prison setting as well as risk to the community in the event of an escape, the primary focus of pre-release risk assessments are on public safety with respect to risk of recidivism. Once the risk of re-offence has been estimated in consideration of the progress the prisoner has made during the course of his or her custodial sentence, interventions and monitoring techniques that are required in the community to address any areas associated with ongoing risk to re-offend are identified. This can include restrictions on the prisoner's movement and actions (e.g., requirement to live in a certain location, curfews, etc.), as well as their commitment to participate in constructive activities such as jobs and programs.

(Source: Hand book on Classification of Prisoners (Revised) 2019 - UNODC Criminal Justice Handbook series)

Radicalization in Prisons

'Those who can make you believe absurdities can make you commit atrocities.'-Voltaire

Introduction

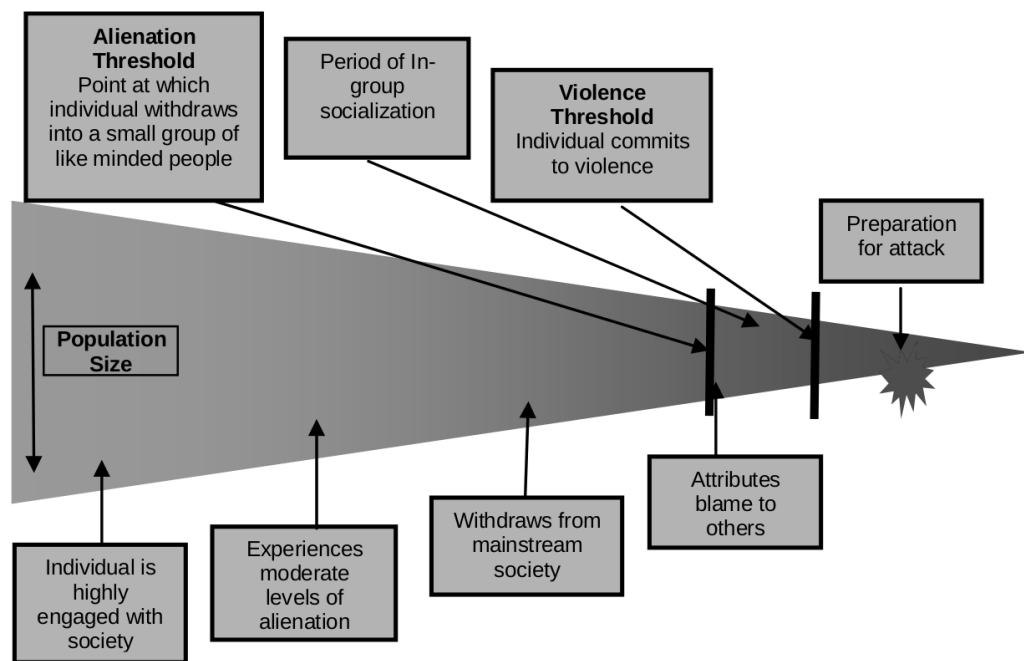
Terrorism is an ever-growing threat to world order and peace. Radicalization acts as precursor to terrorism, which can create the motivational or cognitive preconditions for terrorism.

Over 1,00,000 terrorists are disentwined in prisons of Europe, Asia and the Middle East. Involvement of radicalized inmates in terror attacks across the world attracted attention of the stakeholders. It has now accepted that prison – an agency supposed to prevent terrorism, serves as a breeding ground of terrorism in fact.

Definitions

- Radicalization - ‘a dynamic process whereby an individual increasingly accepts and supports violent extremism. The reasons behind this process can be ideological, political, religious, social, economic or personal’.
- Violent extremism - ‘promoting, supporting or committing acts which may lead to terrorism and which are aimed at defending an ideology advocating racial, national, ethnic or religious supremacy and opposing the core democratic principles and values’.

The radicalization process



General characteristics of terrorist in a prison

- Refusing to cooperate with the prison authorities.
- Developing the movement's strategy and ideology.
- Mobilizing supporters.
- Participating in violent campaigns.

How prison is vulnerable?

Confronted with existential questions and deprived of their existing social networks, prisoners with no previous involvement in politically motivated violence are vulnerable to being radicalized and recruited into terrorism. Prisons, therefore, are *'places of vulnerability' in which radicalization can take place*. Prisons by their very nature are hostile environments (e.g. their isolation, cultural dissatisfaction, and predisposition for violent tendencies) and as such are susceptible to radicalization

extremists. It brings a terrorist and a non-terrorist together, if not classified or segregated properly.

Radicalization in prisons

Radicalization is not a recent phenomenon. Many world leaders used prison-term to develop their radical ideologies and recruit others into their mode of thinking. But it was not amounting to terrorism always. Some of the most powerful criminal groups, such as the Primeiro Comando da Capital (PCC) in São Paulo, Brazil, and the Commando Vermelho (Red Command) in Rio De Janeiro, Brazil, originated in prisons.

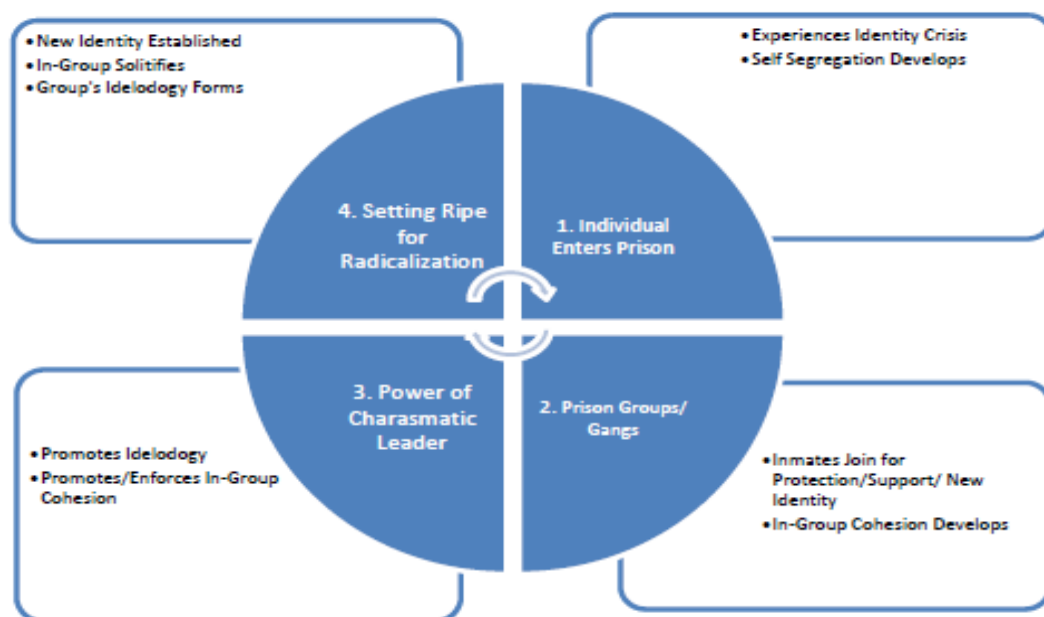


Figure 1. Group's Influence in Promoting Prison Radicalization

The process of radicalization in prisons

- Individual enters prison –
 - Identity crisis

- Start self-Segregation
- Prison groups –
 - Inmate joins for support, protection, new identity
 - in group cohesion develops
- Power of charismatic leader –
 - Promotes ideology
 - Promotes in-group cohesion
- Setting ripe for radicalization –
 - New identity established
 - In-group solidifies

How to prevent radicalization in prisons?

Much of the current discourse about prisons and radicalization is negative. But prisons are not just a threat – they can play a positive role in tackling problems of radicalization and terrorism in society as a whole. Ideology is not defeated by authority and power. It is defeated by alternative ideology and good arguments. In fact, there are no hard and fast rules about whether terrorist prisoners should be concentrated together and/or separated from the rest of the prisoner population.

Approaches in prison to deal with extremist prisoners:

- Concentration
- Separation
- Isolation

1. Collective Disengagement and De-Radicalization

- Using the (imprisoned) leaders of terrorist groups have used their influence to pursue collective processes of de-radicalization and disengagement, which will be effective when:
 - there is a strong leadership;
 - a conducive environment in which the leadership perceives that the armed campaign has faltered or is seen to have become less useful than other means of contention.
- Governmental support - This may involve:
 - opening appropriate lines of communication;
 - providing the right mix of ‘carrots and sticks’ to keep the process on track;
 - and – most importantly – enabling prisoners’ release and facilitating their integration back into mainstream society.

2. Individual Disengagement and De-radicalization

- Individual de-radicalization and disengagement programmes aim to reduce the number of active terrorists in a given society by helping individual terrorists abandon terrorism and easing their re-integration into mainstream society.
- As long as the political momentum is no longer with the insurgents and other external conditions are conducive, their impact can be significant.
- A mix of different kinds of programming, combining ideological and/or religious re-education with vocational training.

- Credible interlocutors, who can relate to prisoners' personal and psychological needs.
- Emphasis on prisoners' transition back into mainstream society, typically by providing them with the means for a new beginning and by establishing social networks away from extremism.
- Material inducements, which – while useful – do not seem to be decisive on their own.
- Use techniques in counseling, modern methods of engaging them in prison industries, to implement proper correction, reformation and de-radicalization step-by-step.

To conclude

- Prison can act as an agent of reforming terrorists.
- Policy related issues with respect to reformation and de-radicalization of terrorist prisoners needs immediate attention.

(Source; Note prepared by Sri. V. S. Raja, Former Director, APCA, Vellore).

The Human aspects and Radicalization

Key Driver #1: Civil Malaise = Social, Psychological/Emotional, Political

- Sociopolitical and socio-emotional elements can give rise to situations in which certain individuals experience discomfort.
- Global events like persistent conflicts, protracted wars, the socio-political situation in a foreign land which includes political & social positions adopted by the government, its foreign policy & political decisions - all

act as factors which contribute to development of feelings of frustration/humiliation/stigmatization/discrimination.

- Social vulnerability, Economic marginalization, Ostracization, and fragile interpersonal ties may reinforce feelings of failure and helplessness, making people ripe targets for Radicalization.

Key Driver #2: Messaging = Targeted, iterative Manipulation & Reinforcement

- **It is the intricate overlap and confluence of these socio-political and psychosocial stimuli** that ultimately leads individuals to doubt their place in society and their identification with the collective values of shared community. Confusion & Anger catalyzes Radicalization.
- **Inflammatory rhetoric and preferential projection of sensitive events** that resonate deeply with an individual's personal experiences, issues and social debates are directed at vulnerable sections of Society in a pre-mediated manner to gradually transform them into subjects eligible for Radicalization

Key Driver #3: Influencers = Protective factors and Vulnerability factors

- ✓ Vulnerability factors: Difficult life events, Radical social network, weak socio-emotional ties.
- ✓ Protective factors: Stable relational environment, non-violent social network, critical thinking etc.

In individuals undergoing a process of indoctrination, the understanding world necessarily becomes ideological with a 'good' and a 'bad', an 'us' and a 'them', a 'pure' and an 'impure' group. Through this progressive dichotomization of the world, individuals start to dismiss systematically any competing explanations or alternative views of society. In the indoctrination process, ideology supplies the justifications and explanations that encourage devotees to take part in more

Radical forms of action, including active support for or participation in violent action.

MITIGATING RADICALIZATION IN PRISONS:

- 1) Strong corrections management
- 2) Comprehensive policy aimed at controlled inclusion
- 3) Programs with cognitive restructuring
- 4) Effective religious services
- 5) Prisoner intelligence systems and surveillance
- 6) Staff and inmate training
- 7) Rigorous monitoring and failure mitigation
- 8) Failures should face unapologetic eradication with extreme prejudice

Solutions are varied and occur on a number of societal hierarchies. Some include involvement of:

Government	Communal	Individual
• *Stripping of passports and citizenships • **Radicalization Awareness kit • Blocking communication services (eg: YouTube blocking content) • Intervention programs such as “Living safe together”	• Increased socialisation and belonging in community groups • *Support groups and help lines • Appointment of a Bishop that wants to fight against radicalisation.	• Contact authorities • Monitoring online access (for example: parent monitors youths internet access) • Checking the health and welfare of the individual

*Currently occurring in several countries

**Met with criticism

***Recent occurrence

(Source: Presentation by Dr. Jayanti Dutta in the “Brainstorming Session on De-radicalization in Indian Prisons” 12th June, 2019).

Section – 2 Check List

Standard Operating Procedures by NALSA for DLSA representatives

Standard Operating procedures for Non-official members

Standard Operating procedures for representatives of UTRC.

Section – 3

Case Study

CS - 01

Ravi is admitted as undertrial prisoner. He is unable to contact his family or friends. He is scared of the Prison environment. He is found to be under stress. He keeps telling other inmates that he has not done anything. He is wrongly accused and brought to prison.

1. What type of counselling is needed for Ravi?
2. What is the role of the paralegal volunteer?

CS - 02

Preethy is arrested in PITA Act and is brought to prison with her 2 year old child. She is very anxious to keep the child with her.

1. Can she keep the child? If yes till what age? Quote the judgement that allows the woman to keep the child with her.
2. What is the role of Social worker in the prison in the case of Preethy?

CS - 03

Shravan aged 70 years is lingering in the prison for 2 years or more without trial being initiated or any court procedure since his admission.

1. What is the role of undertrial review committee in Shravan's case?
2. What is the role of prisons in helping Shravan to be released?

Section – 4

ACTIVITIES / EXERCISES

ACTIVITIES / EXERCISES

(Support the content of the lecture and makes it easy to understand without much explanation. should not exceed 7-10mins.Incase of group discussion 7 mins-10mins discussion and each to be allotted 2mins for presentation.)

1. Divide the participants into four teams. Give them a bunch of newspaper and a thread and cello tape. Ask them to construct something tallest using this material and they should be instructed not to talk. This is for explaining team work in Deradicalization.
2. Draw a picture of a tree with fruits and roots. Ask them to place some emotions in the root like anger, jealousy and ask what fruit they would get. Ask them to draw the root and fruit. This is to demonstrate if the root is good the fruit would be good and the vice versa. The reasons for extremism, violence could be explained through this activity.
3. Ask the participants (volunteers) to come forward to talk good about some topic and after 3 minute to talk bad about the same topic. This activity is to show human communication has the potential to radicalise. In this activity we sensitise the participants that those things which we see as positive could be propagandised as negative by some others. This is the process of radicalisation.
4. Show some (5-6) terrorists or weapons used by terrorists on screen and ask the participants to divide into 5-6 groups and discuss about the person or the weapons shown on the screen. This will help them understand the ideologies of terrorists, their demands and would enable them understand the idea of radicalisation better.



SECTION - 5

VIDEOS & FILMS

Videos & Films

1. How to Rehabilitate a Former Terrorist:

Video link- <https://www.youtube.com/watch?v=XUI73LZjUYw> -CAN Insider-downloaded on 20th January 2022.

2.CEP Webinar "Can Convicted Terrorists Be Rehabilitated? – Silber/Morton

Video link- <https://www.youtube.com/watch?v=CuhOPzqF6Nc>-CAN Insider-downloaded on 20th January 2022.

3. Radicalised At 7: Saving the Children of Terrorists

Video link-<https://www.youtube.com/watch?v=thJUJgOo0cs> -**CAN Insider**-downloaded on 20th January 2022.

4.Women 'recognise the first signs of radicalisation'

Video link-<https://www.youtube.com/watch?v=3jKLrGNj4Hw>-5 Newsdownloaded on 20th January 2022.

5.France tackles spread of radicalisation in prisons

Video link-<https://www.youtube.com/watch?v=5I61vdo24eo> –**FRANCE 24 ENGLISH**downloaded on 20th January 2022.

6.What is Violence | Types of Violence.

Video link-<https://www.youtube.com/watch?v=38YaJbviLKc>-Social Work Scholardownloaded on 17th May 2022.

7.Prevention of Violent Extremism in Kenyan and Somali Prisons

Video link- <https://www.youtube.com/watch?v=rBuGoVa2j5Y> -UNODC - United Nations Office on Drugs and Crime. Downloaded on 20th January 2022.

8.Road to Reform – A film by Rajasthan Prison Department

<https://youtu.be/gXOCrqEKUtM>

9. Violence prevention in USA Prison: A Violence Prevention and Emotional Intelligence Life Skills Program <https://youtube/kUEGHdQO7WA>

10. Tihar Prisons –Doing Time Doing Vipassana – English (One hour)

11. The Jail documentary | Indian Documentary | 2009 | Award Winning Documentaries on(West Bengal Prisons) 30 minutes - https://www.youtube.com/watch?v=nFn_X2bRB_g

12. Go inside One of The Most Humane Prisons in The World: Norway Prison- Sunday TODAY <https://youtu.be/sCZt2YipiIs>

13. “Bikhare Rishte – Prayas Youtube

GLOSSARY OF TERMS

GLOSSARY OF TERMS AND ABBREVIATIONS

PSW- Prison Social workers

UTRC- Under Trial Review Committee

BoV -Board of Visitors

NALSA-National Legal Services Authority

DSLA- District Legal Service Authority

BPR&D-Bureau of Police Research & Development

ICPS-International Centre for prison studies

WPB-World Prison Brief

NCRB-National Crime Records Bureau

NHRC-National Human Rights Commission

SHRC-State Human Rights Commission

MHA-Ministry of Home Affairs

UNODC-United Nations Office on Drugs and Crime

JJACT-Juvenile Justice Act

PSI-Prisons Statistics India

WHO-World Health Organisation

NMR-Nelson Mandela Rules

UNSMR-United Nations Standard Minimum Rules for the Treatment of Prisoners

NACRO-National Association for the Care and Resettlement of Offenders.

TRAINING MANUAL RELATED TERMS

TRAINING MANUAL

A training manual is defined as a book of information and instructions outlining the structure and components of a training programme. This Training Manual for Basic Course of Prison Officers provides the state prison departments a comprehensive plan and structure on how to conduct a basic training course for prison officers.

TRAININGMODULE

A training module is a standardized self-contained segment which forms part of a training manual.

LECTURING METHOD

This is the most traditional method used in teaching and training. Lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students or trainees.

PARTICIPATORY METHOD

Adult learning includes participatory method or the andragogy method which is the most preferred method in any training sessions like the brainstorming, role-play, group discussions, mind mapping, case study methods, assignment methods.

PPT; Power Point Presentation.

Q & A; Question and Answer.

ROLE-PLAY

Role play is training a technique in which people are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles.

GROUP DISCUSSION

It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a

systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

PRISON RELATED TERMS

PRISON

Prison in this manual includes the Central Prisons, District prisons, sub jails, open prisons, women prisoners, Borstal institutions and the special sub jails.

PRISONERS

Prisoners are those under judicial custody both on remand and the convicted who are lodged in Central Prisons, District prisons, sub jails, open prisons, women prisoners, Borstal institutions and the special sub jails.

CORRECTIONAL OFFICERS

Correctional officers are those officers working in Prisons as Psychologists, Social workers, Welfare officers, Counsellors, Psychiatrists and the Probation officers working with Prisons.

Brainstorming:

Brainstorming is thinking together. This method is used for a whole group discussion in which the participants make an effort to solve a problem or to select the right one out of several options available.

Ice breakers

(Ice breakers could be used for introduction or introducing a topic or to have some fun when serious learning happens. not to exceed 7-10mins).

1. Invite everyone into the class with a single rose flower or a piece of chocolate and ask them to go to the corner of the class and pick up a name board or the tag and check the name of the person in the tag and get introduced and try to wear it around his neck.
2. Keep a sheet of paper with 8 squares in it. Give clear instructions to fill in details about other 8 persons within 2 minutes avoiding personal questions about family and children.
3. Keep piles of files in one corner of the room and ask them to pick up one file of another known or unknown person and introduce that person and respectfully handover that file to that person, while doing so ask the other participants to cheer them up.
4. Keep Balloons in the table and ask them to take a balloon and blow the balloon to a reasonable size and get autographs with names on the balloon without bursting the balloon. Call out the names of all the persons written on the balloon. Keep sketch pens as many as possible to write on the balloons. Keep a thread also ready to tie the balloon.
5. In case if the room is big enough conduct **Big wind blows**. The game goes like this .., Big wind blows for those who had their breakfast today.., Big wind blows for those who came by bus today.., Big wind blows to those who have cars personally.., One of the participant has to command and others have to exchange their seats across.., it would be great fun..,and good ice breaker. There will be one chair short so that one person will be giving command ..,

6. Keep a chart with a tree outline picture either drawn or printed in it. Ask each participant to write one expectation in the tree after introduction by drawing a fruit in the tree.
7. Keep a jar with chits with names of the participants written on it. Ask each one to take a chit and sit near that person and have a conversation for one minute and finally introduce that person.
8. Ask the participants to find out from five participants three (unique) things in their appearance and dress and inform them so that interaction will develop.
9. Place some balloons in one corner of the room preferably different colours and ask everyone to choose one colour and ask why they liked that colour and ask them to connect it with one quality of theirs and introduce their name, designation, state and No.of.years of experience.
10. Make them stand in semicircle and ask them to connect their name with a positive name means an adjective, quality of theirs like peaceful Pandu, Angel Anitha, Smart Shiva, Super Sundar, Beautiful Bhuvaneswari, Bold Binoy..,
11. If you could be any animal or a flower or a bird or a material like TV, Fridge in the world, what would you choose to be and why?
12. If you could rename yourself, what name would you pick and why?
13. What is the role of education in preventing incarceration?-Group Activity question.
14. What is the role of family in deradicalization? Group Activity question.
15. Divide the group into a group of 5-7 participants and give a thread roll and one small ball or a paper cup in their hands. Place the ball in the centre of each group and ask them to plan to lift the ball or paper cup using the thread but without breaking the thread.

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3. www.mha.nic.in/
4. www.ncw.nic.in/
5. <https://www.unodc.org>
6. https://www.unodc.org/documents/justice-and-prison-reform/18-02303_ebook.pdf
7. https://youtu.be/W_GOcIBIXKA
8. https://www.unodc.org/documents/justice-and-prison-reform/UNODC_Handbook_for_Prison_Leaders.pdf
9. State Prison Department websites –e.g. Tihar, Telangana, H.P, Tamil Nadu etc.

APPENDICES

- 1. REGISTRATION FORM**
- 2. PRE-COURSE ASSESSMENT**
- 3. POST-COURSE ASSESSMENT**
- 4. FEEDBACK FORM**
- 5. COURSE COORDINATOR'S REPORT**
- 6. FIELD-VISIT FORMAT**
- 7. NOTE FOR THE FACILITATOR ON PANEL DISCUSSION**
- 8. PRISON STATISTICS, INDIA 2021**

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

1. Name :
2. Date of birth :
3. Male/Female
- 4.. Qualifications :
(a) Academic
(b) Professional
5. Designation :

ORGANIZATION DETAILS

6. Department/Organization :
7. Address
8. Telephone No.
9. E-mail id :

RESIDENTIAL DETAILS

10. Address
11. Telephone No.
12. Mobile No.
13. Emergency contact details:

Signature
Name
Date

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No.	Name of Unit (As given in the Course Grid)	Pre-Assessment (Knowledge-level before training)		
		Absolutely Yes	Not Sure	No
	knowledge			
1.	Are you aware of.....			
2.	Do you have an understanding of.....			
.....				

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No.	Name of Unit (As given in the Course Grid)	Post-Assessment (Knowledge-level after- training)		
		Absolutely Yes	Not Sure	No
knowledge				
1.	Are you aware of.....			
2.	Do you have an understanding of.....			
.....				

(Name of the Training Institute)
(Title of the Course)
(Dates of the Course)

FEEDBACK FORM

(To be filled-in by individual participants at the end of the Course)

1. To what extent the Objectives of the Course were met

To a great extent 4	To some extent 3	To a limited extent 2	Not at all 1

2. Did you receive advance intimation from the Institution about the Course. If so, did you respond to the Institution?

Yes

No

3. What do you think about the structure and organization of the Course to meet the objectives?

Very well Structured 4	Well Structured 3	Some-what structured 2	Un-structured 1

4. How useful this training would be to you immediately in your job?

Very Useful 4	Quite Useful 3	Of limited Use 2	Not at all Useful 1

5. How useful this training is likely to be for the future jobs you may handle?

Very Useful 4	Quite Useful 3	Of limited use 2	Not at all Useful 1

6. Practical Orientation of the course.

Highly Practical Oriented 4	Practically Oriented to a Great extent 3	Practically Oriented to a Limited extent 2	Not Practically Oriented 1

7. How far have you been benefited from interaction with the other participants in the Course?

Substantially 4	Considerably 3	Fairly 2	Not at all 1

8. How far was the Course Material supplied relevant and related to the Course Contents?

Extremely Relevant 4	Considerably Relevant 3	Fairly Relevant 2	Not at all relevant 1

9. To what extent are you satisfied with the following:
(The Training Institution may please block the parameters not applicable)

Satisfied fully 4	Satisfied to a large extent 3	Satisfied to a limited extent 2	Not satisfied 1
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- a) Reception & Transport
- b) Residential
Accommodation
- c) Food Quality & Service

d)	Classroom facilities				
e)	Library facilities				
f)	Computer facilities				
g)	Interaction with the staff of the Institute				

10. Feedback on the Training/Faculty:
(Kindly fill up the Annexure)

11. Which parts of the Course did you find most helpful?

12. Which parts of the Course did you find least helpful?

13. Your overall impression of the course:

Excellent	Very Good	Good	Fair
4	3	2	1

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14. Did the Course give you any specific ideas about improvements in your working situation when you get back. Yes/No
15. If yes, kindly spell them out briefly?
16. Any other comments/observations you wish to make about the Course

Date:

Name:

Designation:

Place:

Organisation:

COURSE COORDINATOR'S REPORT
on
(Name of the Training Course)
(Duration)

1. Name of the Training Institution :
2. Whether the Course was conducted :
In the Institute's Campus or elsewhere
3. Title of the Course :
4. Duration of the Course :
5. Number of participants :
(Attach final list of participants)
6. Details of Training Facilitators :
(Name/Designation/Organization)
(In-House/Guest)
7. States/UTs represented :
8. Details of Sessions with working hours :
9. List of Training Material distributed :
10. Details of Methods/Methodology used:
11. Feedback of participants :
(Attach copies of Feedback Forms)
12. Summary of the Feedback :
13. Summary of the Pre/Post Assessments :
14. Any areas of improvement noticed :
15. Overall impression of the Course :
Coordinator

Signature
(Name of the Course Coordinator)
Designation
Date
(Mobile Number/E-mail)

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in charge of the visit :

Name of the Institute/organization visited :

Time and Date of visit :

Subject for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

1. Introduction about the institute
2. Origin and history of the institute
3. Primary duties and functions of the institute
4. Officer with whom interacted
5. Report of the Visit [write summary of learnings from the visit] \
9. Any other Comments/ remarks about the visit and the learnings from the visit.

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

Invite a member from each of the agencies to have a panel discussion

While conducting the panel discussion, faculty should act as a Moderator

The Moderator should introduce the theme and then the panellists. Each panellist can be given around 15 minutes time to speak and discuss the role of their agencies and areas where coordination is required. After all panellists have spoken, the panel should be open for discussion with question from the participants. The key points of each speaker should be summed up by the moderator and the discussion should be concluded by the moderator well within time. The participants should be instructed to ask specific questions to the panellists.

Group Discussion :

Each Participant should be encouraged to participate. Establish Ground Rules first.

Cull out the important points that emerge from the discussion

Action Plan : Group Work Activity

Prison based Rehabilitation programs

Participants should be divided into groups of 5-6 members of all ranks (warder, to Superintendent) and all should brainstorm and discuss what goals to set for prisoner rehabilitation programs in a particular prison. Action Plan should be time bound and can be short term, medium term and long term. Work Sheets, Flip chart sheets and sketch pen should be distributed to all the groups and facilitator should ensure that all contribute their ideas. Each goal should make clear the responsibility-what you can do at your level (e.g. at Deputy Superintendent level), what can be done by others (e.g. at headquarters). Further review of action is essential. Make clear that there is a start and end date to the action, so the Plan is time bound.

PRISON STATISTICS INDIA – 2021

Total Number of Prison Inmates as on 31.12.2021			
Male	:	5,31,025	
Female	:	22,918	
Transgender	:	91	
Prison Population	:	5,54,034	

Prisoner Types and Demography

Convicts		Undertrials		Detenues		Others	
Male	117846	Male	409346	Male	3381	Male	452
Female	4990	Female	17745	Female	88	Female	95
Transgender	16	Transgender	74	Transgender	01	Transgender	00
Total	122852	Total	427165	Total	3470	Total	547

Number of Jails, Capacity, Population and Occupancy Rate in India at the end of 2021

Type of Jail	Number	Authorized Capacity	Population of Inmates	Occupancy Rate (%)
Central Jail	148	193536	239311	123.7
District Jail	424	163606	254214	155.4
Sub Jail	564	45436	46736	102.9
Special Jail	41	7473	6582	88.1
Open Jail	88	5953	2178	36.6
Women Jail	32	6767	3808	56.3
Borstal School	19	1775	745	42.0
Others	03	1063	460	43.3
Total	1319	425609	554034	130.2

Source: NCRB, MHA (2021) <https://ncrb.gov.in/en/prison-statistics-india-2021>